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ABSTRACT

the first of four lessons on comprehensive school counseling and guidance programs presented in this document discusses the competencies contained in the National Career Development Guidelines and those promoted by the National Career Development Association and the American School Counselor Association. The second lesson helps counselors know how and why to promote comprehensive counseling and guidance programs built on educational-developmental principles. The third lesson explains the concepts of comprehensive counseling and guidance programs, in the hope of encouraging counselors to actively promote greater implementation of these programs in schools. The fourth lesson allows counselor education students to practice developing life and career plans. Included with each lesson is information on the justification for the lesson; the expected learner outcome; instructor resources; directions for teaching-learning interaction; debriefing strategies; list of resources; and a brief discussion of an individualized learning plan for persons studying this content in an individualized program. (ABL)

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COUNSELOR EDUCATION

Counselor Role and Educational Change: Planning, Integration, and Basic Skills

COMPREHENSIVE SCHOOL COUNSELING AND GUIDANCE PROGRAMS

Funded by:
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COUNSELOR
EDUCATION

Counselor Role and
Educational Change:
Planning, Integration,
and Basic Skills

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STUDENT AND COUNSELOR COMPETENCIES

Perennial Problem

How can comprehensive school counseling and guidance programs contribute to the delivery of the basic skills?

Practical Problem

What should be done about transforming school counseling programs to comprehensive counseling and guidance programs?

Justification for Lesson

School counselors must understand the developmental competencies that students need to succeed in the areas of self knowledge, educational and occupational exploration, and career planning. To help counselors become familiar with these competencies, this lesson discusses the competencies contained in the National Career Development Guidelines and those promoted by the National Career Development Association and the American School Counselor Association.

Learner Outcome

The learner will understand the competencies needed by K-12 students if they are to meet their self knowledge, educational and occupational exploration, and career goals.

Instructor Resources

- Newsletter: Counselors and the NOICC Guidelines (handout)
- Sample Student Competencies by Content Area and Level (transparency)
- Career Development Competencies by Area and Level (handout)
- Examples of Competencies and Indicators for Elementary School, Middle/Junior High School, and High School (transparencies)
- National Career Development Guidelines Competencies and Indicators for Students (handout)
- National Career Development Guidelines (NOICC) 1989 Staff Competencies (handout)
- Career Counseling Competencies (NCDA), 1991 (handout)
- American School Counselor Association (ASCA), 1990 (handout)
- Self Assessment: Staff Competencies Needed to Provide Help to Students in Educational and Employment Transitions (handout)

Teaching-Learning Interaction

The instructor should preassign the newsletter titled Counselors and the NOICC Guidelines. *Note:* The articles abstracted in the Newsletter should be read in their entirety, if possible.

Using the transparency titled Sample Student Competencies by Content Area and Level, the instructor should present one example of a knowledge category, skill, or attitude needed by students at each K-12 education level to succeed and make the transition to the next education or career level.

Teaching-Learning Interaction, continued

The instructor should ask the learners to project themselves into the role of a school counselor in one of three educational levels (elementary school, middle/junior high school, or high school).

The instructor should draw learners' attention to the Content Areas on the handout, and assign each learner to write about one knowledge, skill, or attitude that would fit into each of the three content areas for the eduuction level the learner selected (elementary school, middle/junior high school, or high school).

Next, the instructor should distribute the handout titled Career Development Competencies by Area and Level (NOICC) and ask the learners to compare and contrast their responses to it.

The instructor should then ask, "How would one know if a student had acquired a particular competency?" The instructor, using the transparencies titled Examples of Competencies and Indicators for Elementary School, Middle/Junior High School, and High School, should explain that an "indicator" is a behavioral response used to indicate competency attainment.

Next, the instructor should distribute the handout titled National Career Development Guidelines Competencies and Indicators for Students. The learners should meet in groups of 3-5 students according to the educational levels they previously selected. Each learner should choose one indicator within any of the 12 competencies and plan an activity that would help students demonstrate the indicator.

Each learner should then explain their activity within his or her group, being sure to identify the content area, competency, and specific indicator facilitated.

The instructor should record at the board as the class brainstorms those competencies (knowledge, skills, and attitudes) needed by counselors and school staff members which help students in educational and employment transitions. Have the students break into small groups and reduce the list of items to 6-12 categories.

Teaching-Learning Interaction, continued

The instructor should distribute the handouts titled National Career Development Guidelines (NOICC) 1989 Staff Competencies, Career Counseling Competencies (NCDA), 1991, and American School Counselor Association (ASCA), 1990; the learners should compare and contrast their group list with the lists in the handouts. The instructor should then ask for feedback about discrepancies, and a rationale for why categories might not be consistent.

The instructor should then distribute the handout titled Self-Assessment: Staff Competencies Needed to Provide Help to Students in Educational and Employment Transitions. Each learner should complete the handout individually. In their groups, learners should then discuss each competency category in terms of two questions:

- Why is this competency important in a counselor who is providing help to students in education and employment transitions?

- What can school counselors do to improve skills in this area?

Note: For each of the 13 staff competencies, learners should note on the handout three items: (1) why the competency is needed, (2) their perceived level of competency, and (3) what they can do to improve their competency level.

Debriefing Strategies

The instructor should ask the following questions:

- How could understanding of and commitment to these content areas, competencies, and indicators affect the role of the school counselor?

- How could achievement of these competencies help students make educational and employment transitions?

- What are the key factors in making sure *all* students have the opportunity to achieve these competencies?

Debriefing Strategies, continued

- What are the consequences of only some students participating in activities related to student competencies?
- From your experience, what needs to be done in schools to foster commitment to student competencies such as these?
- What are the characteristics of the different counselor/staff competency lists?
- What are the advantages and disadvantages of using nationally recognized counselor/staff competency lists to compile a self-assessment?
- How important is it to complete self assessments now and periodically throughout one's career?

Possible Resources

- National Career Development Guidelines. National Occupational Information Coordinating Committee, Washington, D.C. (202-653-7680).
- Career Counseling Competencies, National Career Development Association, 5999 Stevenson Avenue, Alexandria, Virginia 22304.
- School Counseling Competencies, American School Counseling Association, 5999 Stevenson Avenue, Alexandria, Virginia 22304.
- Ettinger, J. (Ed.), (1991). Improved career decision making in a changing world: Module 4. Garrett Park, MD: Garrett Park Press.
- Splete, H., & Stewart, A. (1990). Competency-based career development strategies and the national career development guidelines. Information Series No. 345. Columbus, OH: ERIC Clearinghouse on Adult, Career and Vocational Education.

Possible Resources, continued

- Developmental guidance: Classroom and small group activity guides. (600 activities related to the National Career Development Guidelines). Madison, WI: Center on Education and Work, University of Wisconsin - Madison.
- Video: Building self-confidence. (1990). Pleasantville, NY: Sunburst.
- Video: Risk taking and you. (1988). Pleasantville, NY: Human Relations Media.
- Video: From high school to college: Choice/transition. (No date). Princeton, NJ: Carnegie Foundation.

Individualized Learning Plan

If a learner is studying this content in an individualized program, he or she should be given the entire lesson. The learner should read all materials and complete all assignments and activities. Written responses in the form of a paper can be used to verify completion of the lesson. Note: As part of this learning experience, the learner should be asked to identify a counselor in the schools with whom to discuss the questions and issues of each lesson.

INSTRUCTOR RESOURCES

LESSON: STUDENT AND COUNSELOR COMPETENCIES

COUNSELORS AND THE NOICC GUIDELINES NEWSLETTER...for school counselors with an eye on basic skills

PUBLISHED BY: Joe Daly and Jeff Lovejoy
Colorado State University
Fort Collins, Colorado

DATE: Early 1990s

This is a one time newsletter provided as part of a lesson to improve school counselor education. It provides background reading and references to materials which promote the value of comprehensive counseling and guidance programs.

NOICC Guidelines Working Well

The National Career Development Guidelines, sponsored by the National Occupational Information Coordinating Committee (NOICC), represent a major nationwide effort to foster career development at all educational levels. The guidelines are a competency based approach to career development that serves as a blueprint for states, schools, colleges and universities, and business and community organizations in planning quality career counseling and guidance programs.

The guidelines, which have been endorsed by the AVA Guidance Division, the Council of Chief State School Officers, and six other professional organizations, represent a professional consensus in three main areas: (1) student/adult competencies and indicators; (2) organizational capabilities; and (3) personal requirements.

NOICC has published Local Guidelines Handbooks for elementary schools, middle schools and junior highs, high schools, postsecondary institutions, and community and business organizations. The handbooks outline a three step process for reviewing and improving programs according to the guidelines. The goal is to create high quality, comprehensive career counseling and guidance programs that:

- are separately identifiable but integrated with other program areas;
- enhance career development knowledge, skills, and abilities;
- are coordinated with other institutional programs;
- use coordinated activities such as counseling, assessment, career information, instruction, placement, consultation, and referral;
- are built with a defined structure, including qualified leadership, diversified staffing resources, and effective management; and
- work with evaluation that addresses both student/adult outcomes and program processes.

The guidelines were tested through an initial pilot project in California, Mississippi, North Dakota, and Pennsylvania and are now being used to develop state standards and improve programs in more than 20 other states.

NOICC is integrating the guidelines into all of its career information projects, products, and programs, including Improved Career Decision Making; Employee Assessment, Counseling, Education Planning (the PAVE project); Audiovisual Career Enhancement projects; and Career Information Delivery Systems (CIDS). Most state CIDS and commercial developers have linked their system, support, and training materials to the guidelines. Other readily available public and private sector career information resources are cross referenced to the guidelines.

Training is a key component of the guidelines initiative. Over the past two years, regional workshops have trained state teams to develop standards and improve local programs using the guidelines.

In 1990, NOICC trained the first members of the NOICC Guidelines Training Cadre, which is being coordinated through the NOICC Training Support Center in Oregon. The cadre will ensure the availability of highly skilled and knowledgeable trainers who can serve as resource persons for states and local institutions that need assistance in implementing the guidelines. The cadre trainers will conduct awareness sessions, train local site teams, use the guidelines materials in preservice and inservice programs, and assist states in developing implementation plans.

The latest versions of the Guidelines Handbooks, published last December by the Northwest Regional Educational Laboratory, contain useful materials

developed by local sites during the pilot phase. For example, the handbooks now contain sample needs assessments.

Accountability and evaluation are important goals of the guidelines initiative. Evaluation was the focus of much of a two day national workshop held in Scottsdale, Arizona, in January. Representatives from 45 states received assistance in assessing current evaluation strategies for counseling and guidance and outlining plans to improve their efforts.

The Scottsdale workshop also marked the release of the State Handbook which explains how states are using the guidelines and offers a valuable compendium of resources. It summarizes the experiences of the last three years and highlights successful strategies for implementation and dissemination.

The latest production is a video on the guidelines, which will be sent to every State Occupational Information Coordinating Committee. Also underway is a review of dissemination and implementation activities which focuses on student outcome data, effective implementation strategies, and changes in staff roles and program structure resulting from the use of the guidelines, numbers of students reached, and other results.

Numerous state counseling and guidance handbooks now incorporate the guidelines. Several states are developing curricula and activity books based on the guideline competencies. NOICC wants to encourage state adaptation while minimizing any duplication of effort. It is reviewing the options for organizing and making activities available and assessing the advantages and disadvantages of each option. After this feasibility study is complete, NOICC will disseminate information on how states and local programs can access activities.

The guidelines have served as a catalyst for the movement to improve career counseling and guidance programs. One reason for their success has been the momentum provided by the education reform movement. Counseling and guidance as a whole are working toward comprehensive programs. Much has been accomplished in four years, but there is much more to be done before quality comprehensive counseling and guidance programs are available to all youth and adults.

For information about ordering Local Guidelines Handbooks, please call the Northwest Regional Educational Laboratory's Office of Marketing at 1-800-547-6339, ext. 515.

McCormac, M. E. (1990). National Guidelines Find Success. Vocational Education Journal, 65(4), 36.

Sample Student Competencies By Content Area and Level

CONTENT AREA	EDUCATION LEVEL		
	Elementary	Middle/Junior High School	High School
Self Knowledge	Knowledge of the importance of self concept.	Knowledge of the influence of a positive self concept.	Understanding the influence of a positive self concept.
Educational and Occupational Exploration	Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.
Career Planning	Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.

Source: NOICC.

Career Development Competencies By Area and Level

Content Area	Elementary	Middle/Junior High School	High School
Self Knowledge	Knowledge of the importance of self concept.	Knowledge of the influence of a positive self concept.	Understanding the influence of a positive self concept.
	Skills to interact with others.	Skills to interact with others.	Skills to interact positively with others.
	Awareness of the importance of growth and change.	Knowledge of the importance of growth and change.	Understanding the impact of growth and development.
Educational and Occupational Exploration	Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.
	Awareness of the relationship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.
	Skills to understand and use career information.	Skills to locate, understand, and use career information.	Skills to locate, evaluate, and interpret career information.
	Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
	Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.
Career Planning	Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.
	Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.
	Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.
	Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning.

Source: NOICC.

Examples of Competencies and Indicators for Elementary School

CONTENT AREA	COMPETENCY	INDICATOR
Self Knowledge	Knowledge of the importance of self concept.	Describe positive characteristics about self as seen by self and others.
Educational and Occupational Exploration	Awareness of the benefits of educational achievement.	Identify personal strengths and weaknesses in subject areas.
Career Planning	Understanding how to make decisions.	Describe how choices are made.

Source: NOICC.

Examples of Competencies and Indicators for Middle/Junior High School

CONTENT AREA	COMPETENCY	INDICATOR
Self Knowledge	Skills to interact with others.	Demonstrate respect for the feelings and beliefs of others.
Educational and Occupational Exploration	Understanding the relationship between work and learning.	Demonstrate effective learning habits and skills.
Career Planning	Skills to make decisions.	Describe personal beliefs and attitudes.

Source: NOICC.

Examples of Competencies and Indicators for High School

CONTENT AREA	COMPETENCY	INDICATOR
Self Knowledge	Understanding the influence of a positive self concept.	Demonstrate the ability to use peer feedback.
Educational and Occupational Exploration	Understanding the relationship between educational achievement and career planning.	Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
Career Planning	Understanding the interrelationship of life roles.	Demonstrate knowledge of life stages.

Source: NOICC.

National Career Development Guidelines Competencies and Indicators for Students

NOICC (1989)

Elementary School Student

Self Knowledge

COMPETENCY I: Knowledge of the importance of self concept.

Describe positive characteristics about self as seen by self and others.
Identify how behaviors affect school and family situations.
Describe how behavior influences the feelings and actions of others.
Demonstrate a positive attitude about self.
Identify personal interests, abilities, strengths, and weaknesses.
Describe ways to meet personal needs through work.

COMPETENCY II: Skills to interact with others.

Identify how people are unique.
Demonstrate effective skills for interacting with others.
Demonstrate skills in resolving conflicts with peers and adults.
Demonstrate group membership skills.
Identify sources and effects of peer pressure.
Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Awareness of the importance of growth and change.

Identify personal feelings.
Identify ways to express feelings.
Describe causes of stress.
Identity and select appropriate behaviors to deal with specific emotional situations.
Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
Demonstrate knowledge of good health habits.

Educational and Occupational Exploration

COMPETENCY IV: Awareness of the benefits of educational achievement.

Describe how academic skills can be used in the home and community.
Identify personal strengths and weaknesses in subject areas.
Identify academic skills needed in several occupational groups.
Describe relationships among ability, effort, and achievement.
Implement a plan of action for improving academic skills.
Describe school tasks that are similar to skills essential for job success.
Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationship between work and learning.

Identity different types of work, both paid and unpaid.
Describe the importance of preparing for occupations.
Demonstrate effective study and information seeking habits.
Demonstrate an understanding of the importance of practice, effort, and learning.

Competencies and Indicators, continued

Describe how current learning relates to work.
Describe how one's role as a student is like that of an adult worker.

COMPETENCY VI: Skills to understand and use career information.

Describe work of family members, school personnel, and community workers.
Identify occupations according to data, people, and things.
Identify work activities of interest to the student.
Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
Describe jobs that are present in the local community.
Identify the working conditions of occupations (e.g., inside/outside, hazardous).
Describe way in which self-employment differs from working for others.
Describe how parents, relatives, adult friends, and neighbors can provide career information.

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.

Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
Demonstrate positive ways of performing work activities.
Describe the importance of cooperation among workers to accomplish a task.
Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.

Describe how work can satisfy personal needs.
Describe the products and services of local employers.
Describe ways in which work can help overcome social and economic problems.

Career Planning

COMPETENCY IX: Understanding how to make decisions.

Describe how choices are made.
Describe what can be learned from making mistakes.
Identify and assess problems that interfere with attaining goals.
Identify strategies used in solving problems.
Identify alternatives in decisionmaking situations.
Describe how personal beliefs and attitudes affect decisionmaking.
Describe how decisions affect self and others.

COMPETENCY X: Awareness of the interrelationship of life roles.

Describe the various roles an individual may have (e.g., friend, student, worker, family member).
Describe work related activities in the home, community, and school.
Describe how family members depend on one another, work together, and share responsibilities.
Describe how work roles complement family roles.

COMPETENCY XI: Awareness of different occupations and changing male/female roles.

Describe how work is important to all people.
Describe the changing life roles of men and women in work and family.
Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process.

Describe the importance of planning.
Describe skills needed in a variety of occupational groups.

Competencies and Indicators, continued

Develop an individual career plan for the elementary school level.

Middle/Junior High School Student

Self Knowledge

COMPETENCY I: Knowledge of the influence of a positive self concept.

Describe personal likes and dislikes.
Describe individual skills required to fulfill different life roles.
Describe how one's behavior influences the feelings and actions of others.
Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: Skills to interact with others.

Demonstrate respect for the feelings and beliefs of others.
Demonstrate an appreciation for the similarities and differences among people.
Demonstrate tolerance and flexibility in interpersonal and group situations.
Demonstrate skills in responding to criticism.
Demonstrate effective group membership skills.
Demonstrate effective social skills.
Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Knowledge of the importance of growth and change.

Identify feelings associated with significant experiences.
Identify internal and external sources of stress.
Demonstrate ways of responding to others when under stress.
Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
Describe physiological and psychological factors as they relate to career development.
Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

Educational and Occupational Exploration

COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.

Describe the importance of academic and occupational skills in the work world.
Identify how the skills taught in school subjects are used in various occupations.
Describe individual strengths and weaknesses in school subjects.
Describe a plan of action for increasing basic educational skills.
Describe the skills needed to adjust to changing occupational requirements.
Describe how continued learning enhances the ability to achieve goals.
Describe how skills relate to the selection of high school courses of study.
Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: Understanding the relationship between work and learning.

Demonstrate effective learning habits and skills.
Demonstrate an understanding of the importance of personal skills and attitudes to job success.
Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.

COMPETENCY VI: Skills to locate, understand, and use career information.

Identify various ways that occupations can be classified.
Identify a number of occupational groups for exploration.
Demonstrate skills in using school and

Competencies and Indicators, continued

community resources to learn about occupational groups.

Identify sources to obtain information about occupational groups including self employment.

Identify skills that are transferable from one occupation to another.

Identify sources of employment in the community.

COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.

Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.

Describe terms and concepts used in describing employment opportunities and conditions.

Demonstrate skills to complete a job application.

Demonstrate skills and attitudes essential for a job interview.

COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society.

Describe the importance of work to society.

Describe the relationship between work and economic and societal needs.

Describe the economic contributions workers make to society.

Describe the effects that societal, economic, and technological change have on occupations.

Career Planning

COMPETENCY IX: Skills to make decisions.

Describe personal beliefs and attitudes.

Describe how career development is a continuous process with series of choices.

Identify possible outcomes of decisions.

Describe school courses related to personal, educational, and occupational interests.

Describe how the expectations of others affect career planning.

Identify ways in which decisions about education and work relate to other major life decisions.

Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.

Identify the requirements for secondary and postsecondary programs.

COMPETENCY X: Knowledge of the interrelationship of life roles.

Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.

Identify how work roles at home satisfy needs of the family.

Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.

Identify personal leisure choices in relation to lifestyle and the attainment of future goals.

Describe advantages and disadvantages of various life role options.

Describe the interrelationships among family, occupational, and leisure decisions.

COMPETENCY XI: Knowledge of different occupations and changing male/female roles.

Describe advantages and problems of entering nontraditional occupations.

Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite sex.

Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII: Understanding the process of career planning.

Demonstrate knowledge of exploratory processes and programs.

Identify school courses that meet tentative career goals.

Competencies and Indicators, continued

Demonstrate knowledge of academic and vocational programs offered at the high school level.
Describe skills needed in a variety of occupations, including self-employment.
Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

High School Student

Self Knowledge

COMPETENCY I: Understanding the influence of a positive self-concept.

Identify and appreciate personal interests, abilities, and skills.
Demonstrate the ability to use peer feedback.
Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
Demonstrate an understanding of environmental influences on one's behaviors.
Demonstrate an understanding of the relationship between personal behavior and self concept.

COMPETENCY II: Skills to interact positively with others.

Demonstrate effective interpersonal skills.
Demonstrate interpersonal skills required for working with and for others.
Describe appropriate employer and employee interactions in various situations.
Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

COMPETENCY III: Understanding the impact of growth and development.

Describe how developmental changes affect physical and mental health.
Describe the effect of emotional and physical health on career decisions.
Describe healthy ways of dealing with stress.
Demonstrate behaviors that maintain physical and mental health.

Educational and Occupational Exploration

COMPETENCY IV: Understanding the relationship between educational achievement and career planning.

Demonstrate how to apply academic and vocational skills to achieve personal goals.
Describe the relationship of academic and vocational skills to personal interests.
Describe how skills developed in academic and vocational programs relate to career goals.
Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
Describe how learning skills are required in the workplace.

COMPETENCY V: Understanding the need for positive attitudes toward work and learning.

Identify the positive contributions workers make to society.
Demonstrate knowledge of the social significance of various occupations.
Demonstrate a positive attitude toward work.
Demonstrate learning habits and skills that can be used in various educational

Competencies and Indicators, continued

situations.
Demonstrate positive work attitudes and behaviors.

COMPETENCY VI: Skills to locate, evaluate, and interpret career information.

Describe the educational requirements of various occupations.
Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).
Describe the concept of career ladders.
Describe the advantages and disadvantages of self employment as a career option.
Identify individuals in selected occupations as possible information resources, role models, or mentors.
Describe the influence of change in supply and demand for workers in different occupations.
Identify how employment trends relate to education and training.
Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.

Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
Demonstrate academic or vocational skills required for a full or part time job.
Demonstrate skills and behaviors necessary for a successful job interview.
Demonstrate skills in preparing a resume and completing job applications.
Identify specific job openings.
Demonstrate employability skills necessary to obtain and maintain jobs.
Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
Demonstrate an understanding that job opportunities often require relocation.
Demonstrate skills necessary to function as a consumer and manage financial resources.

COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.

Describe the effect of work on lifestyles.
Describe how society's needs and functions affect the supply of goods and services.
Describe how occupational and industrial trends relate to training and employment.
Demonstrate an understanding of the global economy and how it affects each individual.

Career Planning

COMPETENCY IX: Skills to make decisions.

Demonstrate responsibility for making tentative educational and occupational choices.
Identify alternatives in given decisionmaking situations.
Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
Identify and complete required steps toward transition from high school to entry into postsecondary education/ training programs or work.
Identify steps to apply for and secure financial assistance for postsecondary education and training.

Competencies and Indicators, continued

COMPETENCY X: Understanding the interrelationship of life roles.

Demonstrate knowledge of life stages.
Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
Describe ways in which occupational choices may affect lifestyle.
Describe the contribution of work to a balanced and productive life.
Describe ways in which work, family, and leisure roles are interrelated.
Describe different career patterns and their potential effect on family patterns and lifestyle.
Describe the importance of leisure activities.
Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCY XI: Understanding the continuous changes in male/female roles.

Identify factors that have influenced the changing career patterns of women and men.
Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
Identify courses appropriate to tentative occupational choices.
Describe the advantages and problems of nontraditional occupations.

COMPETENCY XII: Skills in career planning.

Describe career plans that reflect the importance of lifelong learning.
Demonstrate knowledge of postsecondary vocational and academic programs.
Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
Describe school and community resources to explore educational and occupational choices.
Describe the costs and benefits of self employment.
Demonstrate occupational skills developed through volunteer experiences, part time employment, or cooperative education programs.
Demonstrate skills necessary to compare education and job opportunities.
Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

National Career Development Guidelines (NOICC) 1989
Staff Competencies

The National Career Development Guidelines initiative outlined competencies for staff who deliver career development programs. As shown below, they are organized in seven major areas: counseling, information, individual and group assessment, management and administration, implementation, consultation, and special populations. Career counselors who have been certified by the National Board for Certified Counselors (NBCC) have demonstrated their skills in all areas. Other career development staff should be expected to have attained some, but not all, of the competencies listed.

Counseling

- Knowledge of developmental issues individuals address throughout the life span.
- Knowledge of counseling and career development theories and techniques.
- Knowledge of decisionmaking and transition models.
- Knowledge of role relationships to facilitate personal, family, and career development.
- Knowledge of different cultures to interact effectively with all populations.
- Skills to build productive relationships with counselees.
- Skills to use appropriate individual and group counseling techniques to assist individuals with career decisions and career development concerns.
- Skills to assist individuals in identifying influencing factors in career decision making, such as family, friends, educational opportunities, and finances.
- Skills to assist individuals in changing biased attitudes that stereotype others by gender, race, age, and culture.
- Skills to assist individuals in understanding the relationship between interpersonal skills and success in the workplace.
- Skills to assist individuals in setting goals and identifying strategies for reaching goals.
- Skills to assist individuals in continually reassessing their goals, values, interests, and career decisions.
- Skills to assist individuals in preparing for multiple roles throughout their lives.

Information

- Knowledge of changes taking place in the economy, society, and job market.
- Knowledge of education, training, employment trends, labor market, and career resources.
- Knowledge of basic concepts related to career counseling such as career development, career progression, and career patterns.
- Knowledge of the changing gender roles and how these impact on work, family, and leisure.
- Knowledge of employment information and career planning materials.
- Knowledge of employment related requirements such as labor laws, licensing, credentialing, and certification.
- Knowledge of state and local referral services or agencies for job, financial, social, and personal service.
- Knowledge of federal and state legislation that may influence career development programs.
- Skills to use career development resources and techniques designed for specific groups.
- Skills to use computer based career information systems.

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Staff Competencies, continued

Individual and Group Assessment

- Knowledge of assessment techniques and measures of skills, abilities, aptitudes, interests, values, and personalities.
- Skills to identify assessment resources appropriate for specific situations and populations.
- Skills to evaluate assessment resources and techniques related so that their validity, reliability, and relationships to race, gender, age, and ethnicity can be determined.
- Skills to administer, interpret, and personalize assessment data in relation to the career development needs of the individual.

Management and Administration

- Knowledge of program designs that can be used in organizing career development programs.
- Knowledge of needs assessment techniques and practices.
- Knowledge of management concepts, leadership styles, and techniques to implement change.
- Skills to assess the effectiveness of career development programs.
- Skills to identify staff competencies for effective career development programs.
- Skills to prepare proposals, budgets, and timelines for career development programs.
- Skills to identify, develop, and use record keeping methods.
- Skills to design, conduct, analyze, and report the assessment of individual and program outcomes

Implementation

- Knowledge of program adoption and planned change strategies.
- Knowledge of barriers affecting the implementation of career development programs.
- Skills to implement individual and group programs in a variety of areas such as assessment, decision making, job seeking, career information, and career counseling.
- Skills to implement public relations efforts which promote career development activities and services.
- Skills to establish linkages with community based organizations.

Consultation

- Knowledge of consulting strategies and consulting models.
- Skills to assist staff in understanding how to incorporate career development concepts into their offerings to program participants.
- Skills to consult with influential parties such as employers, community groups, and the general public.
- Skills to convey program goals and achievements to legislators, professional groups, and other key leaders.

Specific Populations

- Knowledge of differing cultural values and their relationship to work values.
- Knowledge of unique career planning needs of minorities, women, the handicapped, and older persons.
- Knowledge of alternative approaches to career planning needs for individuals with specific needs.
- Skills to identify community resources and establish linkages to assist adults with specific needs.
- Skills to find appropriate methods or resources to communicate with limited English proficient individuals.

Career Counseling Competencies (NCDA), 1991

The Career Counseling Competencies of the National Career Development Association are intended to represent minimum competencies for those professionals at or above the master's degree level of education. They can also serve as guidelines for any professional or paraprofessional working in a career development setting. Professionals engaged in career counseling are to demonstrate minimum competencies in ten designated areas. These ten areas are:

Career Development Theory: Theory base and knowledge considered essential for professionals engaging in career counseling and development.

Individual and Group Counseling Skills: Individual and group counseling competencies considered essential to effective career counseling.

Individual/Group Assessment: Individual/group assessment skills considered essential for professionals engaging in career counseling.

Information/Resources: Information/resource base and knowledge essential for professionals engaging in career counseling.

Program Management and Implementation: Skills necessary to develop, plan, implement, and manage comprehensive career development programs in a variety of settings.

Consultation: Knowledge and skills considered essential in enabling individuals and organizations to effectively impact upon the career counseling and development process.

Special Populations: Knowledge and skills considered essential in providing career counseling and development processes to special populations.

Supervision: Knowledge and skills considered essential in critically evaluating counselor performance, maintaining and improving professional skills, and seeking assistance from others when needed in career counseling.

Ethical/Legal Issues: Information base and knowledge essential for the ethical and legal practice of career counseling.

Research/Evaluation: Knowledge and skills considered essential in understanding and conducting research and evaluation in career counseling and development.

American School Counselor Association (ASCA), 1990

The school counselor is a certified professional educator who assists students, teachers, parents, and administrators. Three generally recognized helping processes used by the counselor are counseling, consulting, and coordinating: 1) Counseling is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem solving, decisionmaking, and discovering personal meaning related to learning and development; 2) Consultation is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students; 3) Coordination is a leadership process in which the counselor helps organize and manage a school's counseling and guidance program and related services.

School counselors are employed in elementary, middle/junior high, senior high, and postsecondary schools. Their work is differentiated by attention to age specific developmental stages of growth and related interests, tasks, and challenges. School counselors are human behavior and relationship specialists who organize their work around fundamental interventions.

Counselor interventions have sometimes been referred to as functions, services, approaches, tasks, activities, or jobs. They have, at times, been viewed as roles themselves, helping to create the image of the counselor. In a comprehensive developmental counseling program, school counselors organize their work schedules around the following basic interventions:

Individual Counseling. Individual counseling is a personal and private interaction between a counselor and a student in which they work together on a problem or topic of interest. A face-to-face, one-to-one meeting with a counselor provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors. School counselors establish trust and build a helping relationship. They respect the privacy of information, always considering actions in terms of the rights, integrity, and welfare of students. Counselors are obligated by law and ethical standards to report and to refer a case when a person's welfare is in jeopardy. It is a counselor's duty to inform an individual of the conditions and limitations under which assistance may be provided.

Small Group Counseling. Small group counseling involves a counselor working with two or more students together. Group size generally ranges from five to eight members. Group discussions may be relatively unstructured or may be based on structured learning activities. Group members have an opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills, and think about their goals and actions. Group discussions may be problem centered, where attention is given to particular concerns or problems. Discussions may be growth-centered, where general topics are related to personal and academic development.

Large Group Guidance. Large group meetings offer the best opportunity to provide counseling to the largest number of students in a school. Counselors first work with students in large groups wherever appropriate because it is the most efficient use of time. Large group work involves cooperative learning methods, in which the larger group is divided into smaller working groups under the supervision of a counselor or teacher. The counseling and guidance curriculum, composed of organized objectives and activities, is delivered by teachers or counselors in classrooms or advisory

groups. School counselors and teachers may co-lead some activities. Counselors develop and present special guidance units which give attention to particular developmental issues or areas of concern in their respective schools and they help prepare teachers to deliver part of the counseling and guidance curriculum.

Consultation. The counselor as a consultant helps people to be more effective in working with others. Consultation helps individuals think through problems and concerns, acquire more knowledge and skill, and become more objective and self-confident. This intervention can take place in individual or group conferences, or through staff development activities.

Coordination. Coordination as a counselor intervention is the process of managing various indirect services which benefit students, and being a liaison between school and community agencies. It may include organizing special events which involve parents or resource people in the community in guidance projects. It often entails collecting data and disseminating information. Counselors might coordinate a student needs assessment, the interpretation of standardized tests, a child study team, or a guidance-related teacher or parent education program.

School Counselor Competencies[1]

School counselors must know various theories and concepts (knowledge competencies) and must be able to utilize a variety of skills (skill competencies). Further, they must be competent professionals and effective persons. The competencies needed by today's counselors are presented below:

Knowledge Competencies: School counselors need to **know**

- human development theories and concepts
- individual counseling theories
- consultation theories and techniques
- family counseling theories and techniques
- group counseling theories and techniques
- career decisionmaking theories and techniques
- learning theories
- motivation theories
- the effect of culture on individual development and behavior
- evaluation theories and processes
- ethical and legal issues related to counseling
- program development models

Skill Competencies: School counselors should be able to demonstrate **skills** in

- diagnosing student needs
- individual counseling
- group counseling

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[1]American School Counselor Association, 5999 Stevenson Avenue, Alexandria, Virginia 22304; adopted 6/90.

American School Counselor Association, continued

- consultation with staff, students, and parents
- coordination of programs, e.g., testing, career development, substance abuse
- career counseling
- educational counseling
- identifying and making appropriate referrals
- administering and interpreting achievement, interest, aptitude, and personality tests
- cross-cultural counseling
- ethical decision making
- building supportive climates for students and staff
- removing and/or decreasing race and gender bias in school policy and curriculum
- explaining, to the staff, community, and parents, the scope of practice and functions of a school counselor
- planning and conducting inservice for staff
- identifying resources and information related to helping clients
- evaluating the effectiveness of counseling programs

Professional Competencies: School counselors should be able to:

- conduct a self evaluation to determine their strengths and areas needing improvement
- develop a plan of personal and professional growth to enable them to participate in lifelong learning
- advocate for appropriate state and national legislation
- adopt a set of professional ethics to guide their practice and interactions with students, staff, community, parents, and peers.

Personal Characteristics of Effective Counselors: The personal attributes or characteristics of school counselors are very important to their success. Effective counselors usually:

- have a genuine interest in the welfare of others
- are able to understand the perspective of others
- believe individuals are capable of solving problems
- are open to learning
- are willing to take risks
- have a strong sense of self worth
- are not afraid of making mistakes and attempting to learn from them
- value continued growth as a person
- are caring and warm
- possess a keen sense of humor

Self Assessment: Staff Competencies Needed to Provide Help to Students in Educational and Employment Transitions

STAFF COMPETENCY	Why is this needed?	CHECK EACH BOX THAT APPLIES				What Can I Do to Improve?
		Feel Competent	Expect to Receive Training During Program	Expect to Learn on the Job	Look to Staff Colleagues to Assist	
1. Individual Counseling						
2. Small Group Counseling						
3. Large Group Guidance						
4. Knowledge of Information and Resources						
5. Individual/Group Assessment						
6. Managing and Administering Programs						
7. Implementing Programs and Linkages						

Self Assessment: Staff Competencies, continued

STAFF COMPETENCY	Why is this needed?	CHECK EACH BOX THAT APPLIES				What Can I Do to Improve?
		Feel Competent	Expect to Receive Training During Program	Expect to Learn on the Job	Look to Staff Colleagues to Assist	
8. Providing Consultation						
9. Serve Special Populations						
10. Provide Coordination						
11. Provide Supervision						
12. Knowledge of Ethical/Legal Issues						
13. Knowledge of Research and Evaluation Skills						

COUNSELOR ROLE MODELS

Perennial Problem

How can comprehensive school counseling and guidance programs contribute to the delivery of the basic skills?

Practical Problem

What should be done about transforming school counseling programs to comprehensive counseling and guidance programs?

Justification for Lesson

Many counselor education programs prepare school counselors to work only in a mental health capacity, following a psychological/clinical/ service model of counseling. Comprehensive school counseling and guidance programs are rooted in an educational-developmental model. Counselors need to understand how the clinical-psychological and educational-developmental models of counseling affect their role in schools. This lesson will help counselors know how and why to promote comprehensive counseling and guidance programs built on educational-developmental principles.

Learner Outcome

The learner will understand the concepts and tenets of the clinical-psychological and educational-developmental models that influence the learner's role in promoting comprehensive counseling and guidance programs.

Instructor Resources

- Newsletter: Getting To Agreement About Counselor Role (handout)

Teaching-Learning Interaction

The instructor should preassign the learners to read the handout titled Newsletter: Getting to Agreement About Counselor Role. The instructor should ask the learners to come to class with a level of agreement (Strongly Disagree to Strongly Agree) to the statement, "There is consensus about the school counselor's role." The instructor should also ask the learners to come to class with written arguments from the readings which support their positions. *Note:* The articles abstracted in the Newsletter should be read in their entirety, if possible.

Before class, the instructor should post five positions on the walls around the room (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). The instructor should have the learners stand under the position best aligned with their view about the assigned statement.

The instructor should then call on random learners within each group to share their position concerning the assigned statement, and ask them to support their positions with arguments from the readings. The instructor should then facilitate a class discussion on these arguments.

Note: While it is likely that there will be a variety of positions taken by the learners, this is of less concern than the articulation of the arguments generated from the readings.

The instructor should lead a discussion focusing on:

- Recognition that educational-developmental models have historical and practical merit and are the foundation which should be used to build school counseling and guidance. (Ivey)

- Recognition of the turf issues within professional associations which distract from practices supporting school counseling programs and student needs. (Ivey)

Teaching-Learning Interaction, continued

- Recognition of the value of an education/skills based curricular approach to counseling supported within developmental comprehensive guidance program models. (Dinkmeyer)
- Appreciation of the factors influencing system change and organizational behavior within schools. (Carlson)
- Recognition of national support for moving toward a developmental, outcome based comprehensive counseling and guidance program. (Coy)
- Appreciation of the steps modeled by one school that has changed from an ancillary services approach to a comprehensive counseling and guidance model. (Henderson)

Debriefing Strategies

The instructor should ask the pairs of learners the following questions:

- What is the relationship between a counselor having a teaching background and his or her ability to make systematic change or understand organizational behavior in schools?
- What are the implications for school counselors if their counseling colleagues are trained in only a clinical/ psychological/service model of counseling?

Possible Resources

- Herr, E. (1991, January). Challenges to mental health counselors in a dynamic society: Macrostrategies in the profession. Journal of mental health counseling, 13(1), 21-36.

Possible Resources, continued

- Cole, C. (1989). The school counselor: Image and impact, counselor role and function, 1960s to 1980s and beyond. In G. R. Walz (Ed.), Building strong school counseling programs (pp. 127-149). Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, School of Education, University of Michigan.

- Moles, O. (1991). Guidance programs in American high schools: A descriptive profile. School counselor, 38(3), 163-177.

- Perry, N. (1991). Utopia lifelong learning center. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, School of Education, University of Michigan.

- Coy, D. (1991). The role of the secondary school counselor. In D. Coy, C. Cole, W. Huey, & S. Sears (Eds.), Secondary school counseling. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, School of Education, University of Michigan.

- Dixon, H., & Kelly, L. (1991). Secondary school counseling in the 21st century. In D. Coy, C. Cole, W. Huey, & S. Sears (Eds.), Secondary school counseling. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, School of Education, University of Michigan.

- Feller, R., & Daly, J. (1991). Counselors tackle the new basics. Vocational education journal, 67(2), 24-25, 55.

- Herr, E. (1991). Counseling and guidance: A shared responsibility. Alexandria, VA: National Association of College Admission Counselors.

- Baker, S. (1992). School counseling for the twenty-first century. New York: Merrill Publishing Company.

Individualized Learning Plan

If a learner is studying this content in an individualized program, he or she should be given the entire lesson. The learner should read all materials and complete all assignments and activities. Written responses in the form of a paper can be used to verify completion of the lesson. Note: As part of this learning experience, the learner should be asked to identify a counselor in the schools with whom to discuss the questions and issues of the lesson.

INSTRUCTOR RESOURCES

LESSON: COUNSELOR ROLE MODELS

GETTING TO AGREEMENT ABOUT COUNSELOR ROLE NEWSLETTER...for school counselors with an eye on basic skills

PUBLISHED BY: Rich Feller and Jeff Lovejoy
Colorado State University
Fort Collins, Colorado

DATE: Early 1990s

This is a one time newsletter provided as part of a lesson to improve school counselor education. It provides background reading and references to materials which promote the value of comprehensive counseling and guidance programs.

Introduction

The role of the school counselor, much like that of all mental health workers, faces redefinition and renewal as organizations and needs change. As accountability and limited resources try to confront increased demand for programs and services, each counseling professional and counseling specialty are called upon to focus their purpose, identify their unique assets, and learn to cooperate with their education and mental health allies.

Organizationally, schools will continue to see increasing concern for differentiated staffing, privatization of services, and prioritization about achievable outcomes. School counseling will continue to clarify the counselor's role, just as it has seen school counseling and guidance move from an ancillary service to a programmatic model.

As school counselors work to promote educational change which enhances the acquisition of basic skills they have considerable opportunity to enhance and define their future roles. The following article abstracts offer substance to the important issue of getting to agreement about the role of the school counselor.

Toward a Developmental Practice of Mental Health Counseling

The first step, as the American Association for Counseling and Development (AACD) struggles to establish a more prominent public image, is to develop a more precise definition of what counseling is. At the same time, mental health counselors need to communicate with others in the helping fields in a spirit of cooperation. This will benefit those in the field and, ultimately, the consumer. The professionals of AACD have more commonalities than differences; yet, because of frequent turf struggles among the various groups (representing medical, psychological, family systems, and educational-developmental models), public perceptions remain jaundiced and the service delivery system fragmented.

Five areas need to be developed if counseling and development practice is to become unified and, therefore, more effective.

Multicultural Foundation. Much has been written in the last thirty years about the cultural tunnel vision of many in the helping professions. In the next century, as America moves toward cultural diversity greater than it has ever known (no group being a majority), this outlook will have to change dramatically. Gender awareness will likewise be vital if counseling is to remain relevant.

Importance of Developmental Theory. Psychological models have been the norm in counseling for too long. The American School Counselors Association has contemplated a split with AACD because of the abstractness and irrelevance of training in counseling theory. Counselors from other cultures are concerned that traditional counseling/therapy theories were developed by white middle class males. Theory that does not include the present realities of culture and gender, therefore, is not seen as useful to today's practicing school counselors. Those now practicing in the field, moreover, are more interested in applying a holistic model in their work than the traditional pathogenic one commonly used by psychologists.

Developmental Theory in Clinical Practice. Proponents of developmental theory point to the clinical interview and treatment plan as a good place to start integration. They feel that, since most individuals employ one predominant style of cognitive-developmental process to mediate their experience, counselors should begin their questioning and counseling activity in that area before moving on to others.

Development and Psychopathology. Counselors and counseling psychologists have long asserted

that the main distinction between them and clinical psychologists and psychiatrists is that they work with "normal populations". Over time, of course, they have become aware that this "normalcy" includes many elements of psychopathology. School counselors, being on the front lines of the profession, see much of this, but their work will only bear fruit if they see their clients as part of an overall system that includes parents, school personnel, and community figures and agencies. Much integration already exists in practice. What remains is to articulate this process more fully and precisely.

Counseling Psychology and the AACD. The fact that many counselor trainees are taught by counseling psychologists is a concern to the practitioners in the field. How can beginning counselors be expected to treat clients according to an educational-developmental model when they are being taught and trained much of the time according to a pathological model? It is time, many feel, for the AACD to recognize the uniqueness of counselors and even promote a separate master's degree for counseling.

Summary. Counselors now provide most of the services in the mental health field and manage most of the cases. In addition to this, counseling has a long history of being multiculturally aware. It is time for the AACD to recognize that university training for most of its professionals has a common educational-developmental core. Most of what has been said above is not new, but rather exists in the history of the field. It is time to return to that history. If the AACD can clearly communicate to the public—and to its own people-that a vital service is being provided, the rest will take care of itself.

Ivey, A., & Rigazio-DiGilio, S. (1991). Toward a developmental practice of mental health counseling: Strategies for training, practice, and political unity. Journal of mental health counseling, 13(1), 21-36.

Mental Health Counseling: A Psychoeducational Approach

Since 80% of Americans do not have a diagnosable mental condition, the concept and methods of mental health counseling need to be rethought. In the past, counseling has been mainly a reactive process to problems or crises. What counselors need is a more holistic, preventive approach.

To implement this new approach, counselors need to start with a new consensual definition of counseling itself. With a clear picture of his or her identity and function in mind, the counselor can then approach the process in a clearer way. Counseling needs to concentrate not just on the individual, but on the individual in relation to family, workers, and community.

The psychoeducational approach calls for the client to be an active partner in care—less a patient than a student. In today's society where brief, effective treatment is favored over long term therapy because of third party payment plans, learning applicable skills becomes paramount. The thrust of psychoeducation is that the client can, by learning to analyze situations and discovering choices and alternatives, learn to think and behave in a more effective manner.

Dinkmeyer, D. (1991). Mental health counseling: A psychoeducational approach. Journal of mental health counseling, 13(1), 37-42.

School Counselors and School Organizations: What is the Nature of Their Connection?

Several winters ago I chanced to go skiing, basically out of my back yard, on a day thick with fog. After several unsuccessful efforts to find my way to some familiar trails, I found the road and realized I'd been travelling in a circle. In much the same fashion, school personnel, and counselors in particular, have little time to consider how their experience fits into the makeup and goals of their organization. The frantic pace of modern life precludes the luxury of stepping back from time to time to examine one's perspective on organizational issues and goals.

Unexamined Assumptions

Personal theories greatly influence workers' actions, often by creating rigid patterns of behavior and eliminating the possibility of adaptation and change. But there is a gap, according to Argyris and Schon (1974) and Schon (1983), between what workers say they believe and the way they actually perform their tasks. Investigating the underlying influences of the organization can be helpful in trying to discover why the discrepancies between beliefs and performance exist.

Outdated assumptions and perceptions may be "fogging" the lens of perception. This may be on the part of the individual and/or the organization. To create new organizational images requires first that the persons or organizations involved realize that the beliefs are outmoded and recognize just how dominant they may be.

The roots of some of these assumptions may go back to the early part of the century. Social or physical structures may also go back this far and make the recognition of their outmoded nature and the changing of them more difficult. Symbols, rituals, and models play a

big part in the cultural life of an organization, just as they do in other areas of life. All members of an organization should be aware of the meanings of these symbols. If that is not the case, then perhaps the symbols themselves need updating to better reflect the realities they were originally created to represent.

Limiting one's perceptions also limits choices and the effect tends to be algorithmic. To look at increased potential and the deeper identities of organizations and the people within them requires vision and imagination, but will ensure that everybody in the organization feels included.

Integrating Perspectives

Four major perspectives must be kept in mind at all times: concern for human relations, structure, political balance, and a recognition of the importance of symbols. Some schools have successfully integrated these ideas in the belief that the school is for the students rather than the other way around. We hope that more organizations will come to this realization.

Carlson, R.V. (1989). School counselors and school organizations: What is the nature of their connection? The school counselor, 37(1), 7-14.

An "Elementary" Response to Carlson

There is no doubt about Carlson's assertion that school counselors can slip into "psychic prisons" as easily as anyone else and that their work can be hurt as a result. Getting in touch with attitudes about school objectives and the beliefs underlying those attitudes is certainly a worthwhile goal. Perhaps the most important part of this realignment is, as Carlson suggests, an examination of prevailing beliefs. It is necessary to study the psychic underpinnings of an organization before attempting to change them.

One Vermont school district has examined its own cultural assumptions and come up with a series of "exit behaviors" for its students. These are geared to prepare students to enter the turn of the century workplace with the attitudes that are needed to be successful. This has, in turn, brought about a series of organizational changes intended to foster these behaviors.

Elementary schools are perhaps best suited to this process of reevaluation since the counselor is often the equivalent of assistant principal. Within the multiperspective approach suggested by Carlson, the following questions might be useful.

Structural:

* What are program goals?
* What should teacher roles be in the guidance system?
* How do I communicate my philosophy to the organization?

Political:

* What staff members can I look to for program support?
* What staff members may be opposed?
* How can I build trust in the program?

Logistical:

* How will I train the staff to implement this program?
* How will developmental guidance be used to help the staff?
* How will staff members receive recognition for their help?

Symbolic:

* What does guidance mean here?
* How do I change past rituals to reflect present realities?
* How might we change current assumptions about the program?

Cerasoli, C.B. (1989). An elementary "response" to Carlson. The school counselor, 37(1), 15-17.

Breaking Out of Theory:

Having narrowly avoided a strike in my district and being part of a school system that believes only in slow change if and when change is at all necessary, I can personally attest to the existence of what Carlson calls "psychic prisons".

Armed with a head full of theory and a dearth of practical experience, I learned early that the organization I was a part of had very strong views on what my role as a school counselor was or should be. I was perhaps more surprised that I was so ready to accept the limitations that had been thrust upon me.

Trying to balance immediate needs against a progressive-developmental view of counseling has been more challenging than I ever imagined. It is perhaps this realization that makes Carlson's wider vision of the school counselor's role all the more powerful for me.

The difficulty of maintaining friendships without succumbing to peer pressure and constructing a framework to work in without losing flexibility underline Carlson's timely insistence on a multiperspective approach to counseling within organizations.

Hruby, E.A. (1989). Never a fresh start: A response to Carlson. The school counselor, 37(1), 18-19.

Synthesizing Divergent Views on Counseling

Carlson's view of school counselors as agents for organizational change strikes a friendly chord, but it is not new. As a long time practitioner in the field, I feel that the most important step counselors can take in this direction is to trumpet the skills many of them are now practicing. Carlson's assertion that counselors need to be concerned with organizational as well as individual development is a sound one, one that many administrators are implicitly utilizing, and one that many others would do well to employ.

His use of the lens analogy is particularly apt, since it often seems that various departments, administrators, and union activists all have different agendas. The ability of a counselor to synthesize these often divergent views in light of the new assumptions of a changing world seems to be of the utmost importance.

In addition, because of today's shrinking dollar for public spending, the counselor is in a unique position to explain organizational realities and positions and to influence the reactions and choices of the voting public.

Pasco, G.R. (1989, September). Seeing through the fog: A reaction to Carlson. The school counselor, 37(1), 20-22.

The Changed Role of Today's School Counselor

The role of the counselor working in the school of the 90s has changed dramatically from that of past decades. Where the prime purpose was once to get students into college through helping in the application and course selection process, it now has a much wider range. The counselor now, in practicing preventive and developmental counseling, is responsible for helping students cope with the stresses and pressures of today's society. Secondary school counselors are also responsible for preparing students for the world of work; this may or may not include college.

Counseling is now practiced in a much wider context. It is no longer just a matter of counseling individuals. Group counseling and guidance are an integral part of the job. This is often in the context of a developmental outcome based program that has been designed, promoted, and run by the counselor.

Administrative Influence

The philosophy and goals of the counselor and the program, of course, are largely determined by the principal of any particular school. This means that a counselor's role may be largely administrative (monitoring attendance, credits, and schedules) or developmental (counseling, guiding, and consulting). This latter type of counseling is more proactive than reactive and entails much more interaction with parents, administrators, and community leaders.

A counselor in a comprehensive developmental program takes on the following responsibilities:

1. Designing program content and coordinating delivery;
2. Being involved in the program's curriculum;
3. Counseling students individually and in groups;
4. Providing classroom remediation or prevention guidance; and
5. Consulting with parents, teachers, and community agencies.

However, crisis counseling still plays a role. Preventive and developmental strategies will not always work and must be supplemented with help on substance abuse, dropping out, suicide, eating disorders, and irresponsible sexual behavior.

Career Planning

This is all to support the main effort of preparing students to enter the workforce. More than 50% of public high schools are deficient in job search training for students not planning for college, according to a recent survey. And 40% of schools are not providing sufficient help for students' career choices.

As the labor market changes, it is vital for counselors to be aware of career choices that may already be filled or even nonexistent by the time students graduate. Since students and parents consistently place career needs at the top of their priority lists, counselors need to be particularly aware of trends and developments in this area.

Learning Skills

Regarding immediate educational priorities, counselors are in a perfect position to assist students (individually and in groups) in such areas as test taking and accompanying anxiety, note taking, memory techniques, time management, listening skills, goal setting, and overall study skills.

Administrator's Function in Counseling

The administrator's place in a smoothly functioning developmental school program is important. Here are some of the things administrators can do to facilitate the success of such programs:

1. Provide leadership for outcome based programs;

2. Hire well trained, certified, competent counselors;
3. Understand students' needs;
4. Work with parents, faculty, administrative staff, and the community to gain support for counseling programs;
5. Evaluate counselors' progress toward stated objectives; and
6. Base evaluations on board approved job descriptions.

The support of principals and other administrators for school counseling programs cannot be overestimated. Getting students ready for tomorrow's workplace must be a concerted effort.

Coy, D. (1991). The role of the counselor in today's school. NASSP bulletin, 75(534), 15-19.

Restructuring a Guidance Program: A Successful Example

This is the story of an experiment that worked. It is not about theory, nor a history of the whole process. It is simply some highlights of a program change that was made possible by the commitment of many people in the Northside school district (4,800 students, 107 counselors). By reading this, counselors in schools across the country may be inspired to work for change in their own programs.

For people to make changes in this type of program, they must:

1. Feel dissatisfied with the status quo;
2. Have a vision of something better;
3. Feel that the changes would be beneficial; and
4. Believe that change is possible.

Administrators and counselor leaders, and later, all counselors and principals in the Northside project followed a series of steps.

Steps Toward Restructuring

1. Commit to change;
2. Set up leadership for the process;
3. Employ a program model embodying the vision;
4. Identify gaps between the vision and the status quo;
5. Define the vision in concrete terms;
6. Set goals for implementing changes;
7. Enlist the help of supporters;
8. Inspire all counselors with enthusiasm for change;
9. Work with all of those to be affected;
10. Effect the actual changes planned;
11. Evaluate the changes.

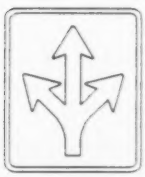
Probably the most important component to come out of this experience was a sense of teamwork. Because the committee was composed of administrators, counselors, the central office, and representatives of the building level staff, we were more sure that the changes made were the **right** changes. Just as important, perhaps, was that the students could observe the teamwork approach and use this as a model for their own future endeavors in the workplace.

Henderson, P. (1989). How one district changed its guidance program. The school counselor, 37(1), 31-40.

COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAMS

Perennial Problem

How can comprehensive school counseling and guidance programs contribute to the delivery of the basic skills?



Practical Problem

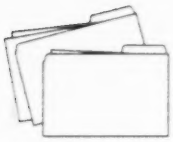
What should be done about transforming school counseling programs to comprehensive counseling and guidance programs?

Justification for Lesson

Comprehensive counseling and guidance programs offer all K-12 students a chance to acquire the skills they need to function effectively in each of their life roles at their particular stages of development. These programs can enhance the effectiveness of the school counselor, but many schools do not have such programs and may not even have school counselors familiar with the concepts of such programs. This lesson explains the concepts of comprehensive counseling and guidance programs, with the hope of encouraging counselors to actively promote greater implementation of these programs in schools.

Learner Outcome

The learner will analyze the purpose, outcomes, and curriculum of K-12 comprehensive counseling and guidance programs.



Instructor Resources

- Poster paper and markers (one set per three students)
- Simon, S. (1990). A view from the "right": Who needs school counseling and guidance programs, anyway? In E. Gerler, C. Hogan, & K. O'Rourke (Eds.), The challenge of counseling in middle schools (pp. 375-382). Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, School of Education, University of Michigan. (handout)
- Newsletter: Comprehensive Counseling and Guidance Programs (handout)
- Gysbers, N. (1991). Comprehensive guidance program manual. Columbia, MO: University of Missouri — Columbia. (handout)
- School Counselors: Areas of Emphasis (handout)
- Philosophy: Idaho Comprehensive Guidance and Counseling Program (transparency)
- Assessing Your Guidance Program (handout)

Teaching-Learning Interaction

The instructor should preassign the learners to read the handouts titled A View from the "Right"..., Newsletter: Comprehensive Counseling and Guidance Programs, and Comprehensive Guidance Program Manual. The instructor should ask the learners to bring to class a written list of 15 statements addressing the question, "Why is there a need for comprehensive counseling and guidance programs?". *Note:* The articles abstracted in the Newsletter should be read in their entirety, if possible.

The instructor should also ask the learners to bring to class a written definition of a "comprehensive counseling and guidance program."

Teaching-Learning Interaction, continued

To begin the lesson, the instructor should divide the class into groups of three learners to work as hypothetical teams of school counselors (one from each level: elementary school, middle/junior high school, and high school). The instructor should have the groups develop a set of materials to be presented to the school board supporting the implementation of a comprehensive counseling and guidance program. The groups of learners should:

- arrive at a consensus of 15 reasons for needing a comprehensive counseling and guidance program in schools, and
- in 75 words or less, write a definition of "a comprehensive counseling and guidance program."

The instructor should have the groups write their conclusions on poster paper to display during discussion.

The instructor should then present the information on comprehensive school counseling and guidance programs from the handouts titled School Counselors: Areas of Emphasis and Philosophy: Idaho Comprehensive Guidance and Counseling Program. (These resources may be used as handouts, transparencies, or both.) The instructor should discuss how the information in the handouts relates to the learners' statements on comprehensive school counseling and guidance programs.

Note: A helpful option is to have a local counselor guest lecture and explain the purpose, outcomes, and curriculum of his or her school's comprehensive counseling and guidance program. This would provide learners the opportunity to analyze an actual comprehensive program, comparing it to the written information on such programs that they have already studied.

Debriefing Strategies

The instructor should ask the following questions:

- What barriers might new school counselors face when attempting to implement comprehensive counseling and guidance programs in their schools?

Debriefing Strategies, continued

- Where might new school counselors find support to implement comprehensive counseling and guidance programs in their schools?

- What are possible scenarios for school counselors and school guidance services if comprehensive counseling and guidance programs are not implemented?

- Speculate about what guidance needs would most commonly appear if you were to administer a guidance needs assessment to students, parents, and teachers.

- Speculate on how evaluation of guidance programs occurs in the schools you know best.

- For the next class meeting, the instructor should assign the learners to prepare a 2 to 4 page paper analyzing the counseling and guidance program they know best, from the viewpoint of an outsider. (It is assumed that learners have visited or had contact with such programs.) The papers should address the purpose, outcomes, and curricula of the programs. The instructor should distribute the handout titled Assessing Your Guidance Program, which can be used to guide this activity.

Possible Resources

- Carr, J., & Hayslip, J. (1989). Getting unstuck from the 1970s: New Hampshire style. School counselor, 37(1), 41-46.

- Coy, D., Cole, C., Huey, W., & Sears, S. (1991). Toward the transformation of secondary school counseling. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse.

- Gysbers, N. (1990). Comprehensive guidance programs that work. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse.

- Gysbers, N., & Henderson, R. (1988). Developing and managing your school guidance program. Alexandria, VA: AACD.

Possible Resources, continued

- Hargens, M., & Johnson, J. (1990). The comprehensive guidance program in St. Joseph, Missouri. In N. Gysbers et al. (Eds.), Comprehensive guidance programs that work. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse.

- Gysbers, N. (1990). Afterthoughts. In N. Gysbers et al. (Eds.), Comprehensive guidance programs that work. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse.

- Borders, L.D., & Drury, S. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. Journal of counseling and development, 70, 487-498.

- Gysbers, N., & Henderson, P. (1988). Developing and managing your school guidance program. Alexandria, VA: American Association for Counseling and Development.

- Gysbers, N. (1990). Comprehensive guidance programs that work. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse.

- Johnson, S., & Whitfield, E. (1991). Evaluating guidance programs: A practitioners guide. Iowa City, IA: ACT.

- Videotape: Foundations for the future. (1989). Washington, D.C.: NOICC.

- Videotape: Designing the future. (1990). Washington, D.C.: NOICC.

Individualized Learning Plan

If a learner is studying this content in an individualized program, he or she should be given the entire lesson. The learner should read all materials and complete all assignments and activities. Written responses in the form of a paper can be used to verify completion of the lesson. Note: As part of this learning experience, the learner should be asked to identify a counselor in the schools with whom to discuss the questions and issues of the lesson.

INSTRUCTOR RESOURCES

LESSON: COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAMS

A View From the "Right": Who Needs School Counseling and Guidance Programs, Anyway?[1]

Sidney B. Simon

I am weary of those "bleeding heart" liberals who criticize "right" minded people for making it increasingly clear that they simply cannot justify spending money for counseling programs in public schools. Serious budget constraints demand that money be placed where it can best serve the youth of this nation, and counseling programs can only be judged as frills of the most frivolous kind. Schools are for learning; they are not places for dealing with emotional problems that students just might happen to bring with them on the school bus. There are other agencies set up to deal with children's problems: these are for those rare millions of children who just might have problems or find themselves in trouble.

The truth is that society is working quite well. Any emotional problems of youth that once might have justified counseling programs have vanished from this land. The real issue is that College Board scores are embarrassingly low, and this problem must be addressed—but not by counselors, of course.

With this in mind, I offer ten reasons, described below, for eliminating counseling programs in the schools.

Reason 1: The Healthy American Family

The American family has never been stronger. Students come to school from beautifully intact nuclear families where love, understanding, and abundant attentions of the most nourishing type are bestowed on each youngster. It is so fortunate that the "latchkey" youth of the past no longer exist; all children are now secure and come home from school to find both of their parents sitting together, cheerfully talking over the delights of their day, sipping hot cocoa with marshmallows in front of a cheery and cozy fireplace.

You ask about single parents? Where are they? Not sending children to our school. You ask about the impact of separation and divorce on the children? Not in our school. I will admit that at one time there were children who came to school bewildered, hurt, angry, and depressed because they were caught in the crossfire between two bewildered, hurt, angry, and depressed adults who did not have the resources to resolve conflicts and move on with their lives as a couple.

But with American families at the healthiest they have been in the nation's history, counseling programs that attempt to deal with dissonance in families and how it troubles children simply cannot be justified. Obviously, society must take the money that once went into such work and put it where it rightly belongs, into the basics, and must beef up homework and enforce stiffer grading systems.

Reason 2: The Demise of Drug and Alcohol Abuse by Teenagers

Counseling programs are not needed because alcohol and drug use among students is at an all time low. The majority of youths are simply into healthy and uplifting recreational activities and have turned their backs on addictive substances and any of the forms of chemical dependency. These days educators witness party after party at which high school students abstain from alcohol and drugs. Instead, they sip lemonade, and their gatherings are dominated by quiet discussions of computer languages and the latest foreign films.

Naturally, there are a few exceptions. Those students who do imbibe or take drugs somehow equate the word party with getting "plastered," "wasted," "smashed," "ripped," "bombed," "burnt," "blown away," "crocked," "snookered," or more often just plain drunk. Such students are clearly a minority and not a concern of the schools. Let those immoral few get caught up by the social service network established by the state. It's just not an issue for schools.

Reason 3: The Absence of Suicide Among Youth

I can't find any reliable statistics that show

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that children are committing suicide or have suicidal tendencies. Although there has been some talk about the warning signals a potential suicide victim sends out, often while at school, this is simply not the concern of teachers and other school personnel. They are there to teach! Using tax money in the schools to prevent suicide cannot be justified. People who want to take their lives are probably those who would have ended up on the welfare rolls anyway.

Reason 4: Child Sexual Abuse Has Been Eliminated

No child I know of comes to school as a victim of child sexual abuse anymore. Of course, in the past I had heard the horrendous statistic: one out of four women would have experienced some form of sexual abuse by the time they reached the age of 18. That problem has been eliminated today.

All children now trip gaily to school, unscarred, unafraid, and completely relaxed about what goes on at home. There are no secrets that they can't tell anyone about.

Daddies don't molest their children. What an abominable idea! I just don't understand what all the fuss is about. It's probably a plot or a scheme to sell newspapers. No child comes to school with the secretive eyes, the avoidance behaviors, or that persistent, unexpressed guilt and rage that used to interfere with learning and growth. Who needs counselors for something that doesn't exist anymore?

Reason 5: Peer Group Pressure: A Thing of the Past

It has been a genuine pleasure to witness the decline of peer group pressure in the mid 1980s. Students increasingly refused to wear what other students wore or to say or think what other students said or thought. Somehow, automatically, they became their own persons. They moved toward an autonomy that was marked by mature decisions, careful reassigning on all kinds of tricky personal issues, and an abandonment of faddish behavior of any sort. Several striking features of this reduction in peer group pressure could be measured. It was difficult to ever find students hanging out at the malls. Because of a lack of viewers, Music Television (MTV) went bankrupt, and if students used their "Walkman" cassette players, it was to listen to inspirational messages from the leading pastors of the country. Strangest of all, the family telephone was free for hours at a time, because none of the kids needed to know what anyone else was going to wear the next day. Students worked hard at school and at home. Even the peer group language disappeared. Expletives went the way of those formerly ubiquitous expressions such as "Like, you know, right, you know, like." Without the problems generated by peer group pressure, who needs to pay salaries of counselors?

Reason 6: Unwanted Pregnancies Disappear

The forces that eliminated sex education from schools have also provided this reason to eliminate counseling programs. Boys and girls today do not even seem to be curious about sexuality, and with this curiosity gone, none of the girls get pregnant. Much counseling time used to be spent dealing with the heartbreak of unwanted pregnancies, but, fortunately, sexuality in all of its evil forms seems to have disappeared from the lives of school age youths.

Not only are teenagers refraining from experimenting with sexual activity, they just do not seem to be thinking about it. It was so clear to me that sex education, although often nothing more than information about reproductive organs, had in the past encouraged students to experiment; but with the elimination of sex education, pregnancies miraculously disappeared and counselors were free to do the more significant work of getting students placed in Ivy League colleges. I must be frank, here, however. College placement is work that can be done by well tutored clerks, and thus I argue, once more, that counseling programs can be eliminated as easily as unwanted pregnancies have been. (I mean eliminated as an issue: I'm not for abortion, obviously.)

Reason 7: There Are No More Children of Alcoholics

Society has been so fortunate to have witnessed adults, who were formerly caught up in the problem of alcoholism, all marching off to join Alcoholics Anonymous. As a result, sobriety

reigns in the country.

Consequently, the many children of alcoholics, with their shame, their secrets, and their social detachment, have also recovered. Why, you may ask, do I mention social detachment? It used to be that children of alcoholics were never able to bring a playmate home, so they became detached from their peers. Who would bring a playmate home if he or she were to be embarrassed by parents who mumbled, stumbled, or tumbled out of control?

With the problem under control, is there any justification for wasting counseling budgets to share information on the disease of alcoholism or time to help a child who must return each day to a home where there is violence, no predictability, or constantly impending financial disaster?

If there were any youths with that situation to go home to, I would be the first to vote for money for alcohol prevention programs in the schools. But the problem does not exist. All youths return each afternoon to homes where promises are kept, where there is quiet and order, and where there is a safe and nurturing atmosphere. Of course, there are exceptions, but I don't believe it is that horrible to have alcoholic parents. It might even develop character. It's not such a horrible thing to be forced to act like the adult in the family, and it's not so tragic to be a child who never had a childhood.

In any case, school is not the place to talk about problems like that, even if they do exist, which they don't. Furthermore, alcoholism is a private and personal matter, and it is an abuse of a parent's privacy for a child to have a forum to talk about such things in school.

But all of this is academic, because research has shown that children now come to school without any of the alleged problems that develop because of alcoholism. These are the kinds of problems that were once recognized as coating a life with psychic debris and damage that will last a lifetime for children of alcoholics. Because there are no more alcoholics, there cannot be any children of alcoholics in the schools, so why have counselors scurrying around trying to find some lost child to help? I say eliminate those counseling programs.

Reason 8: Children No Longer Drop Out of School

As standards for high school graduation went up, along with increased use of statewide achievement tests, demands for acquiring more knowledge spread to the lower grades. The focus on basics made school so much more fun, and the battle for grades made school more like an exciting game to go to; thus, absenteeism decreased astronomically. Also, the emphasis on basics let students know exactly what was expected of them, so that they delighted in striving for higher achievement (like knowing the names of the Stuart kings in order or the eight major products of Pakistan). Although not everyone could make "A"s without lowering standards, students kept on working, learning, and pushing to memorize everything they could in every class.

The result, as educators rightly predicted, was that students no longer dropped out of school. Everyone stayed, and average daily attendance went off the charts. Each morning, eager, alert students came to school with the appropriate intrinsic motivation. These students were not frightened about failing, and all of them believed they fit in.

The holding power of the schools became so great that football players and other athletes neither felt better nor worse than the boys and girls who couldn't even do two pushups. There was room for everyone, because each student believed that he or she was really invited to learn and each knew that school was the place to come early to and to stay late at.

One especially delightful fallout from all of this has been that there are no longer any students with learning disabilities. The youths who couldn't learn, whose tight little bodies grew rigid with failure, use to occupy so many counselor hours; well, they simply are not factors anymore. Everyone learns, everyone stays; so who needs counselors?

Reason 9: There Are No Children With Weight Problems

I have never understood this misplaced compassion for students who either eat too much or too little. Such "bleeding heart" people give overbloated names like bulimia or anorexia or obesity to something that could be corrected with a

strong whack over the knuckles by a parent. But here I am talking as if there were a problem when there is none. Everyone is probably a few pounds overweight. What's the big deal? So what if the chubby kids don't like themselves, and what if they do get teased and ridiculed? No wonder they want their doughnuts and pizza.

But now all of the children are just the right weight and always demonstrate, just like their teachers, the highest state of nutritional wisdom. There is no longer a need to support programs that waste time on weight awareness meetings or any other kind of frills based on coddling children.

Reason 10: All of the Adults Who Serve Children Work Together Cooperatively

This is the final justification for eliminating counseling programs. Counselors in the "good old days" were badly needed and spent much time and energy massaging wounded egos of staff and faculty, putting out brush fires among jealous, envious colleagues, and of course, protecting children from sometimes vicious teachers. But that is clearly a thing of the past.

Today, all school personnel work together in peace and harmony and express loving and nurturing support for each other. In such an environment, pettiness, backbiting, and gossip are rarely, if ever, heard. Thus, one more former role counselors might have had—peacemaking between warring factions in a school—is no longer a viable concern. Schools can now use the money that once supported those feeble efforts at parlor psychiatry for the real purposes of the school—learning, learning, and more learning.

Conclusion

I hope I have convinced you that eliminating counseling programs in the schools is essential. All ten of my reasons boil down to one basic observation, an observation that makes it abundantly clear that society can no longer support counseling programs: There are simply no wounded, hurting, needy, deprived, dejected, depressed, abandoned, scarred, scared, damaged, or bewildered children any more. No one comes to school afflicted with any social or emotional damage these days. The following are the facts (or myths, as the procounseling people would call them):

1. Self esteem in every child soars higher than the tallest buildings society has built.
2. Put downs, ridicule, or killer statements are never heard in schools.
3. Every child comes to school with a strong, family instilled set of values. They all know what is right and wrong and they all act accordingly. (That's one of the reasons the forces on the "right" have struggled to keep counselors from doing values clarification. It's not needed. All values are already clarified.)
4. All students live whole, rich lives; their lives are focused on positive love, and they are committed to justice and the removal of injustice in whatever form it takes (e.g., racism, sexism, ageism).

Does anyone reading this see it otherwise? There is nothing to worry about. Any problems children might have had are now figments of some sob sister's paranoia. So join me in supporting the dropping, or eliminating, of all counseling programs. The "right" minded among us will all feel better doing that. Just look at today's youth. My question is: Do students need counseling programs or not? Who in his "right" mind or conservative budget would say yes?

COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAMS NEWSLETTER...for school counselors with an eye on basic skills

PUBLISHED BY: Rich Feller
Colorado State University
Fort Collins, Colorado

DATE: Early 1990s

This is a one time newsletter provided as part of a lesson to improve school counselor education. It provides background reading and references to materials which promote the value of comprehensive counseling and guidance programs.

The Origin of Our Journey
Where Have We Been as a Profession?

Looking back over the last three quarters of a century, the course that school counseling has taken as a profession has largely been determined by prevailing student client needs. Initially conceived of as a school based program aligned with the vocational choice movement of the early 1900s, pioneering guidance workers concentrated their efforts on "scientifically" directing students to specific occupations which seemed to accommodate individual aptitudes, interests, and skills. For the next 80 years, counseling and guidance would be implemented in a variety of forms, the vestiges of which are embodied in the developmental approach to school counseling which is gaining widespread attention these days.

During the 1920s, the massive industrial growth which gave birth to early vocational guidance efforts leveled off. Guidance was retooled to address multiple issues of a more personal social nature and was typically delivered through the school curriculum by classroom teachers. With the onset of the mental health movement of the 1930s, guidance specialists assumed responsibilities for student adjustment to the school environment and selection of appropriate educational and prevocational experiences. Influenced by the clinical process trend of the 1940s, school guidance gave way to more counseling oriented activities dedicated to diagnosis and psychotherapeutic intervention. In the 1960s, counseling and guidance would eventually be consolidated with other ancillary services, united in theory to helping students fully benefit from their school experience through an interdisciplinary approach.

School counseling is commonly implemented today as a constellation of student services, subject to shifting programmatic needs and administrative priorities. Despite numerous attempts to standardize the component functions which comprise this approach (e.g., information services, career guidance, records management, etc.), school counselors invariably become utility specialists who take on a variety of collateral assignments, in addition to a host of loosely connected primary duties.

Although the evolution of school counseling has not progressed in such a clean, linear fashion with a significant trend surfacing every ten years, this profession has historically kept pace with emerging client needs. We are at the crossroads again, about to make the transition to developmental school counseling, the program of choice in many school systems today. Interesting enough, developmental school counseling borrows from its many predecessors and successfully incorporates the central features of each: the career developmental aspect of the vocational choice movement, the classroom curriculum orientation of the guidance as education model, the individual student planning aspect of the distribution and adjustment model, and the comprehensive responsive services function of the clinical process and constellation of services approaches.

Studying historical trends is useful because it gives us a sense of how school counseling has matured as a profession, largely in response to ever changing student client needs. It is important to note that school counseling is still in a state of becoming. Because of recent dramatic changes in expectations placed on the individual through contemporary relationships, education, and the workplace, we are challenged as change agents to advocate for transition from the dated constellation of services model to a developmental approach to school counseling.

Trotter, T. (1991, April). Walking the talk: Developing a local comprehensive school counseling program. Moscow, ID: University of Idaho.

Why Change?

The Challenge of Growing Up Today

Our student clients of today are confronted with significant personal and interpersonal issues without the human resources needed to effectively cope. Attributable to fragmented, recombined, and oftentimes dysfunctional family situations, they are often denied access to an intact support system, responsive or otherwise. Symptoms of this debilitating condition include widespread substance abuse, depression and suicide, sexual promiscuity, insensitivity, lack of respect for authority, violence, and other forms of people abuse.

In the wake of numerous national and state initiated studies on educational excellence and schooling effectiveness, many states are more closely scrutinizing curricular and instructional practices and have countered perceived weaknesses by increasing academic standards of performance. These expectations invariably take the form of increased credits required to graduate, minimum competencies, and proficiency testing.

The career landscape in the world of work seems to change at an incredible rate. The explosion of new occupations in response to socioeconomic, political, and technological trends and changing, more demanding entry level requirements make it difficult to adequately prepare student clients for postsecondary placement. In addition, the periodic shifts in occupations which people make today underscore the need for life planning rather than the traditional notion that career development can be undertaken as a one time event.

Increasing Reliance on the Schools for Educating the WHOLE Person

Because our schools may offer the only stable, nurturing environment to which many children are exposed, professionals in education can no longer comfortably defer to families to always take the lead in child development. It is essential that we begin to constructively attend to the developmental needs of all students placed in our schools by expanding the educational agenda to include ownership of personal social and career development/life planning skills as well as those skills which will help each individual maximize his or her learning potential.

Overburdened and Underutilized School Counselors

Considering the monumental human issues which face professionals in education today, we can no longer afford to continue burdening highly trained helping professionals with nonschool counseling tasks for which they were never trained. The many administrative and clerical services that school counselors have either assumed or have inherited because "that's the way it's always been done" might be more appropriately assigned to administrators, volunteers, aides, clerical, or workstudy personnel. School counselors can make significant contributions to excellence in education if properly deployed. This necessitates that they concentrate on facilitating the personal social, educational, and career development of their student clientele. Such an assignment more accurately reflects the focus of contemporary practices in school counseling and promises to more effectively meet prevailing student client needs.

Lack of School Counselor Power and Programs

Because school counselors have either inherited antiquated role descriptions or have succumbed to uninformed expectations, few have had the power to determine their own professional destinies. Unlike other professionals in education (teachers, administrators, special services personnel, etc.), school counselors have been more vulnerable to supplemental assignments and role fluidity. Through developmental school counseling, counselors can finally lay claim to a clearly defined program through which program development, role and function, and evaluation standards are delineated and fully integrated.

Trotter, T. (1991, April). Walking the talk: Developing a local comprehensive school counseling program. Moscow, ID: University of Idaho.

Benefits of the Missouri Model Guidance Program

Dr. Norm Gysbers, one of the leading authorities on comprehensive counseling and guidance programs, has conducted training and evaluation throughout the nation in comprehensive programs. His research and observations suggest the following:

Benefits for Students

1. Promotes knowledge and assistance in career exploration and development;
2. Develops decision making skills;
3. Increases knowledge of self and others;
4. Broadens knowledge of our changing world; and
5. Increases opportunities for counselor/student interaction.

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Benefits for Parents

1. Provides support for parents regarding their child's educational development;
2. Develops a system for a child's long range planning;
3. Increases opportunities for parent/counselor interaction; and
4. Enables parents to obtain resources when needed.

Benefits for Teachers

1. Encourages positive, supportive working relationships;
2. Provides a team effort to address "Key Skills and Core Competencies"; and
3. Enhances the role of the counselor as a resource person.

Benefits for Business, Industry, and Labor

1. Provides increased opportunity for collaboration among counselors and business, industry, and labor communities;
2. Enhances the role of the counselor as a resource person;
3. Increases opportunities for business, industry, and labor to participate actively in the total school program; and
4. Provides a potential work force with decision making skills, preemployment skills, and increased worker maturity.

Benefits for Boards of Education

1. Provides rationale for including a comprehensive guidance program in the school system;
2. Provides program information to district patrons;
3. Provides ongoing information about student competencies attained through guidance program efforts; and
4. Provides a basis for allocating funds for guidance programs.

Benefits for Administrators

1. Provides program structure with specific content;
2. Provides a means of evaluating guidance program efforts (accountability); and
3. Enhances the image of the guidance program in the community.

Benefits for Guidance Personnel

1. Provides a clearly defined role and function;
2. Eliminates nonguidance functions;
3. Offers the opportunity to reach a large majority of students;
4. Provides a tool for program management; and
5. Outlines clearly defined responsibilities for specific student competencies.

In collecting perceptions about comprehensive counseling and guidance programs in 75 Missouri schools, Gysbers recorded the following results from counselors, principals and superintendents:

Counselors

- Defined role more clearly;
- Conducted more groups and classroom activities;
- Spent more time with students;
- Reduced nonguidance activities;
- Worked more as a resource person;
- Formalized the guidance program;
- Increased visibility of the counselors and guidance program;
- Provided a means for evaluating the guidance program; and
- Enhanced understanding of guidance program by various publics.

Principals

- Defined role and program more clearly;
- Provided more organization and structure;
- Ensured that counselors are in the classroom more;
- Enhanced accountability;
- Increased student contact;
- Increased visibility of the counselors and the guidance program; and
- Facilitated more interaction between counselors and teachers.

Superintendents

- Defined role and program more clearly;
- Ensured that counselors are in the classroom more;
- Provided more organization and structure;
- Enhanced evaluation;
- Enhanced accountability;
- Increased student contact;
- Increased visibility of the counselors and the guidance program; and
- Enhanced counselor/student and counselor/teacher interactions.

Gysbers, N. (1991). Planning, designing, implementing and evaluating a comprehensive school guidance program. Unpublished manuscript, University of Missouri, Columbia.

National Guidelines Lead to Improved Programs

The National Career Development Guidelines, a critical force in revitalizing guidance programs, suggest that a comprehensive counseling and guidance program should be developed to ensure delivery of competencies in self knowledge, educational and occupational exploration, and career planning to all K-12 students. Since 1987, the National Occupational Information Coordinating Committee (NOICC) has supported several states and local sites in the implementation of the National Guidelines to review and improve local guidance programs. During May and June of 1990, to determine the benefits of using the Guidelines in improving comprehensive counseling and guidance programs, Dr. Julie Miller, nationally recognized as an expert in counseling and guidance, visited four local pilot sites in North Dakota (two elementary schools), Pennsylvania (two elementary schools, one middle school, and one high school), Mississippi (one middle school, one high school, and one community college), and Iowa (one community college). Her results show that in addition to strengthening student outcomes, comprehensive competency based career counseling and guidance programs can benefit administrators, counselors, teachers or faculty members, parents, and employers. Program coordinators were asked to rate the extent to which 25 specific benefits have resulted from their work with the National Guidelines on the following scale: 4—very much; 3—much; 2—some; and 1—little.

Findings

Administrators. As shown in Table 3, five items were used to describe possible benefits of comprehensive career counseling and guidance programs for administrators. The three highest ratings were for: (1) understanding the benefits of career guidance programs; (2) understanding the student outcomes that resulted from the programs; and (3) understanding how career guidance is related to and supports current educational priorities.

Other areas that showed high benefit were: (5) being able to communicate information about the program to other groups; and (4) becoming more willing to fund career guidance programs. During discussions with administrators, they described the following benefits of using the National Career Development Guidelines:

Table 3

Summary of Ratings on Benefits of Improved Programs

Average Rating		*Group and Items*
For Administrators:		
3.50	1.	Understand the benefits of career guidance programs;
3.50	2.	Understand the student outcomes that result from programs;
3.50	3.	Understand how career guidance is related to and supports current educational priorities;
2.50	4.	Become more willing to fund career guidance programs; and
3.00	5.	Be able to communicate about the program to other groups.
For Counselors:		
3.50	6.	Define role and functions more clearly;
NA	7.	Eliminated nonguidance functions;
3.00	8.	Contact a greater number of students;
3.00	9.	Contact students to assist with developmental, rather than crisis needs;
3.75	10.	Understand the program goals;
3.00	11.	Team with other staff members;
3.00	12.	Update skills in career area;
NA	13.	Increase communication with other counselors; and
2.75	14.	Act as a resource person to teachers and others.
For Teachers:		
3.25	15.	Be clear about relevance of their curriculum areas to occupational areas;
2.75	16.	Increase communication with counselors;
3.00	17.	Be able to incorporate career concepts in their curriculum and instruction;
3.75	18.	Be able to relate career concepts to other programs (e.g., at risk, drug free schools).
For Parents:		
3.50	19.	Become involved in their children's career planning activities;
3.00	20.	Be aware of career and educational planning resources;
3.00	21.	Understand the nature of the career development process; and
3.00	22.	Become involved in the career guidance program (e.g., mentors, work site visits, class presentations).
For Employers:		
3.50	23.	Increase collaboration between employers and the career guidance program;
3.50	24.	Increase opportunity to communicate worker qualifications and employer needs to the school; and
3.00	25.	Increase opportunities for business and education partnerships.

Note: The extent to which each benefit had resulted from the Guidelines was rated on a 4 point scale. A rating of 4 was *very much*; 3, *much*; 2, *some*; and 1, *little*. Means across the four sites were computed, with means of 3.50-4.00 considered *very much*, 3.00-3.40, *much*; and

- Gives staff a sense of ownership of program;
- Supports district wide curriculum requirements in other areas;
- Reinforces other district emphases, including use of educational technology, cooperative learning, teaching thinking skills, and business education partnerships;
- Responsive to a vision of future needs—changing demographics, changing workplace, need to demonstrate program effectiveness, increased multicultural enrollments, transition services for handicapped, and 2+2 articulation for vocational education;
- Helps students understand and enroll in new programs at postsecondary level, (for example hazardous waste management); and
- Encourages postsecondary students to clarify goals, thus promoting retention.

Counselors. Nine items were used to describe possible benefits of comprehensive career counseling and guidance programs for counselors.

The two highest ratings were for: (6) defining role and functions more clearly; and (10) understanding the program goals.

Other areas that showed high ratings included: (8) contacting a greater number of students; (9) contacting students to assist with developmental, rather than crisis, needs; (11) teaming with other staff members; (12) updating skills in the career counseling area; and (14) acting as a resource person to teachers and others.

Two of the items were rated not applicable because they reflected benefits that were present prior to using the Guidelines. These included eliminating nonguidance functions and increasing communication with other counselors.

During discussions with counselors, the following benefits of improved programs were described:

- Improves articulation between high school and community college, including joint staff training and sharing individual student career plans with the community college;
- Helps all counselors clarify current activities and link them to intended student outcomes;
- Fulfills other requirements such as state level requirements for planned courses and the need to demonstrate program effectiveness;
- Increases amount of counselor and faculty teaming;
- Legitimizes "help seeking" student behavior that transfers to other areas of need, such as substance abuse problems;
- Helps develop a comprehensive sequence of program activities at the postsecondary level, including credit courses for career and educational planning and work with faculty to infuse career concepts; and
- Broadens perspectives and helps clarify and define program goals.

Teachers and Faculty Members. Four items were used to describe possible benefits of comprehensive career counseling and guidance programs for teachers or faculty members.

The highest rated benefit was (18) being to relate career concepts to other programs, such as at risk or drug free schools programs.

Other benefits that received high ratings included: (15) being clear about relevance of their curriculum areas occupational areas; (16) increasing communication with counselors; and (17) being able to incorporate career concepts in their curriculum and instruction.

During discussions with teachers, the following benefits of using the National Career Development Guidelines were described:

- Supports new curriculum emphases such as cooperative learning, inductive learning, peer teams, tutoring, and teacher/advisor programs;
- Promotes cross age programs (e.g., sixth grade students working with second grade students);
- Reinforces the idea that school is the teacher's job—helps to relate subject matter to the future—makes reasons for learning explicit;
- Provides a filter that reminds teachers to relate curriculum to students' future roles;
- Affirms current roles—making curriculum relevant and drawing relationships to future uses of learning;
- Gives structure and intended outcomes to current activities;
- Parallels other special education emphases, such as daily living skills and transition planning;
- Helps students deal with stress over career related activities, (e.g., state board exams for nurses);
- Helps students clarify and reassess career goals and college majors, thus increasing retention; and

- Improves teachers' responsiveness to the career planning needs of adult learners in postsecondary institutions.

Parents. Parents are another group that benefit from improved career counseling and guidance programs. Since parents continue to be a major influence on their child's career development, it is important to find ways to involve them.

As shown in Table 3, four items were used to describe possible benefits of comprehensive career counseling and guidance programs for parents. The highest rating was for: (19) becoming involved in their children's career planning activities. Others that received high ratings were: (20) being aware of career and educational planning resources; (21) understanding the nature of the career development process; and (22) becoming involved in the career guidance program (e.g., as mentors or through work site visits or class presentations).

Employers. Employers are the final group who benefit from improved career counseling and guidance programs. The National Career Development Guidelines recommend that employers be represented on the advisory committee.

Three items were used to describe possible benefits of comprehensive career counseling and guidance programs for employers. The highest ratings were given to: (23) increasing collaboration between employers and the career guidance program; and (24) increasing the opportunity to communicate worker qualifications and employer needs to the school. A final benefit was (25) increasing the opportunities for business and education partnerships.

Miller, J. (1991). Lessons from the local pilot sites. In J. Miller, J. Goodman, B. Collison, & M. McCormac (Eds.), The national career development guidelines: Progress and possibilities (pp. 7-24). Portland, OR: NOICC Training Support Center, Northwest Regional Educational Laboratory.

Comprehensive Guidance Program Manual[2]

Program Overview

Our community, our state, and our nation are changing and the changes continue to accelerate. The changing labor market, extended life expectancy, the expectation of lifelong learning, divorce, single parent families, blended families, suicide, substance abuse, sexual experimentation, and peer pressure are not abstract issues. They are very real and have substantial impact on the personal, social, career, and educational development of our students. The comprehensive guidance program in our district actively addresses the needs of students in our elementary, middle, and senior high schools as they encounter and deal directly with these and other important learning and life issues. The program does so by stressing student academic achievement, career and educational decision making, and personal and social development.

Program Goals

At the elementary level, the guidance program promotes successful schooling by assisting students to learn the skills and attitudes necessary to be successful students. The program emphasizes decision making skill development and awareness and beginning exploration of future educational and occupational possibilities. The program also stresses self concept development and the acquisition of skills in developing interpersonal relationships.

In our middle schools, the guidance program focuses on the rapidly changing needs of pre and young adolescents. Our program is especially sensitive to the struggles of our middle school students for identity and for balancing the demands for academic, career, and social competence. The program emphases, begun in elementary school, are continued, but are adjusted to fit the special needs of students in middle school. In addition, beginning planning for the future, leading to the development of a four year plan that covers graduation requirements and takes into account students' interests and educational and occupational plans, is undertaken and completed.

Building on the goals of our elementary and middle school, the guidance program in our high schools assists students to become responsible adults who can develop realistic and fulfilling life plans based on clear understandings of themselves and their needs, interests, and skills. The four-year plan, begun in the middle school, is reviewed and updated periodically in accordance with students' post-graduation educational and occupational goals. Continued attention is given to assisting our high school students to develop competence in decision making, career planning, working with others, and taking responsibility for their own behavior.

Program Organization and Activities

To accomplish these goals, guidance in our schools is an integral part of the district's total educational program. The guidance program is developmental and includes sequential activities in our elementary, middle, and high schools. It is organized and implemented by the school counselors with the support of teachers, parents, administrators, and the community. Guidance is a proactive program that addresses the needs, goals, and concerns of all our students.

Counselors work in our schools with all students and with parents, teachers, administrators, and the community through a balanced program of direct and indirect services and activities. Large and small group structured guidance learning units provide systematic instruction for all students in all grade levels. Counselors plan with teachers and then teach, team teach, or assist in teaching these coordinated units in classrooms or in other large group settings. Individual planning activities are provided to all students to assist them in planning their next steps educationally and occupationally. Individual planning activities are initiated in the upper elementary grades and are continued and expanded in the middle and high school years. Individual and small group personal and crisis

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[2]An outline and sample pages prepared by Norman C. Gysbers, Department of Educational and Counseling Psychology, University of Missouri — Columbia, September, 1991. Permission to be copied granted with appropriate credit to Norman Gysbers.

counseling is always available to all students, as is consultation for parents, teachers, and administrators concerning student behavior and academic progress. Referrals to other professionals in the school district or to agencies and institutions outside of the district are made as required or requested. Finally, counselors support the district's overall educational program through general consultation activities and committee work. Counselors also support their own program through management and research activities, community outreach, business and industry visitation, and professional development.

Organizational Structure

The organizational structure of the guidance program has two major parts: Structural Components and Program Components. Structural Components provide the focus for the program and describe the essential elements required for the effective operation of the program. They include definition and philosophy, facilities, resources, staff, school community advisory committees, and budgets. Program Components organize the direct and indirect activities and services of the program. They include the direct services of guidance curriculum, individual planning, responsive services, and the indirect services of system support.

Structural Components

Program Definition

Guidance is an integral part of the district's total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students, and parents. The guidance program consists of the guidance curriculum, individual planning, responsive services, and system support. The program is designed to address the needs of all students by helping them to acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development. (The State of Missouri)

Program Philosophy

The district recognizes that each student is unique and will benefit from a wide range of learning experiences, including those that develop social and emotional skills. The Guidance Program is designed to assist individuals with total development which prepares them to lead productive lives and have feelings of self worth. The district recognizes that guidance and counseling is a systematic process of aiding and preparing all students to make appropriate life choices, plans, and adjustments. The district also recognizes the need to expose students to the values of their cultural heritage, as well as the values of other cultures.

The district further recognizes that guidance is an integral part of the instructional offerings of the schools, with programs developed and implemented in such a way as to incorporate the following:

1. Guidance is regarded as a joint responsibility of all members of the school staff, with the counselors having responsibility for organization of the guidance and counseling aspects of the school program.

2. Self development over the life span of the individual implies continuous student development in areas of intellectual, physical, social, and emotional growth, as well as specific career planning, preparation, and placement.

3. Administrators, parents, teachers, students, and community organizations are to be made familiar with the philosophy and purposes of the Guidance Program.

4. Processes and experiences which assist the students to continually assume greater responsibility for self direction will enhance individual growth and development.

5. Provisions for individual differences and cultural differences are essential in promoting student growth and development.

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Comprehensive Guidance Program Manual, continued

6. Guidance is a continuous process, with major emphasis on meeting developmental needs of all students on a K-12 basis, as well as assisting individual students with short term immediate needs. (Southwest Region Schools, Alaska)

Program Components

Guidance Curriculum

The guidance curriculum consists of structured developmental experiences presented systematically through classroom and group activities kindergarten through grade twelve. The purpose of the guidance curriculum is to provide all students at all levels with knowledge of normal growth and development, to promote their positive mental health, and to assist them in acquiring and using life skills. While counselors' responsibilities include the organization and implementation of the Guidance Curriculum, the cooperation and support of the entire faculty and staff are necessary for its successful implementation. The Guidance Curriculum is delivered through such strategies as:

Classroom Activities: Counselors teach, team teach, or assist in teaching guidance curriculum learning activities or units in classrooms, the guidance center, or other school facilities.

Group Activities: Counselors conduct structured groups outside the classroom to respond to students' identified interests or needs.

Suggested Allocations of Counselor Time

Elementary	35%-45%
Middle/Junior High School	25%-35%
High School	15%-25%

Individual Planning

Individual Planning consists of activities that help all students plan, monitor, and manage their own learning, as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals. The activities in this component are counselor planned and directed. These activities are generally delivered on an individual basis, or by working with individuals in small groups or advisement groups. Individual Planning is implemented through such strategies as:

Individual Appraisal: Counselors work with students analyzing and evaluating students' abilities, interests, skills, and achievement. Test information and other data are the bases for assisting students to develop immediate and long range plans.

Individual Advisement: Counselors work with students using personal social, educational, career and labor market information in planning personal, educational and occupational goals. The involvement of students, parents, and the school in planning students' programs that meet their needs is critical.

Placement: Counselors assist students in making the transition from school to school, school to work, or school to additional education and training.

Suggested Allocations of Counselor Time

Elementary	5%-15%
Middle/Junior High School	15%-25%
High School	25%-35%

System Support

System Support consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the following areas:

Professional Development: Counselors need to be involved regularly in updating their professional knowledge and skills. This may involve participating in regular school inservice training, attending professional meetings, completing postgraduate course work, and contributing to professional literature.

Staff and Community Relations: This involves orienting staff and community to the comprehensive guidance program through such means as newsletters, local media, and school and community presentations.

Consultation with Teachers: Counselors need to consult with teachers and other staff members regularly in order to provide information, to support staff, and to receive feedback on the emerging needs of students.

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Comprehensive Guidance Program Manual, continued

Advisory Councils: Serving on departmental curriculum committees, community committees, or advisory boards are examples of ways to support other programs in the school and community and to gain support for the guidance program.

Community Outreach: Included are activities designed to help counselors become knowledgeable about community resources and referral agencies, field trip sites, employment opportunities, and local labor market information. This may involve counselors visiting local businesses, industries, and social services agencies on a periodic basis.

Program Management and Operations: This includes the planning and management tasks needed to support activities conducted in a comprehensive guidance program. It also includes responsibilities that need to be fulfilled as a member of the school staff.

Research and Development: Guidance program evaluation, data analysis, follow up studies, and the continued development and updating of guidance learning activities and resources are some examples of the research and development work of counselors.

Suggested Allocations of Counselor Time

Elementary	10%-20%
Middle/Junior High School	10%-20%
High School	10%-20%

Comprehensive Guidance Program Manual, continued

Installation Checklist

Planning - Getting Organized

_____ Decide that change is necessary

_____ Understand the necessary conditions for change

_____ Expect resistance to change

_____ Appreciate the challenges involved

_____ Develop trust among counselors and administrators

_____ Make a commitment to action

_____ Form and convene steering committee

_____ Form and convene school community advisory committee

_____ Meet with Board of Education to gain support and secure authorization to install a comprehensive guidance program

Planning - Adopting a Comprehensive Guidance Program Model

_____ Identify and understand the content areas

_____ Adopt and understand the structural components

_____ Adopt and understand the program components

Planning - Conducting a Thorough Assessment of the Current Program

_____ Identify current resource availability and use

_____ Identify current guidance and counseling activities

_____ Identify who is served by the current program

_____ Do a counselor time and task analysis

_____ Prepare a report of the time and task analysis data

Designing - Filling Out the Adopted Guidance Program Model

_____ Identify and list student competencies by content areas and grade levels or grade level groupings

_____ Conduct student competency (needs) assessments (students, teachers, parents)

Comprehensive Guidance Program Manual, continued

_____ Establish the desired percentages of counselor time by program components

_____ Specify and write down guidance and counseling activities for each program component based on the time percentages

_____ Develop a district wide comprehensive guidance manual

Implementing - Making the Transition

_____ Put job descriptions based on the program into place

_____ Establish a budget for the program

_____ Bring guidance facilities in line with the program

_____ Have the comprehensive guidance program officially adopted by the Board of Education

_____ Develop and carry out a plan to displace non-guidance activities

_____ Develop a master planning calendar for the elementary, middle/junior-high, and senior high guidance programs

_____ Adopt and use a weekly planning system for counselors based on the master calendars

_____ Use American School Counselor Association and American Association of Counseling and Development Codes of Ethics

_____ Understand legal aspects of the work of school counselors

_____ Understand federal and state laws that have an impact on the work of the counselor and the operation of the program

Evaluating - Evaluating the Program, its Personnel, and its Results

_____ Develop standards and indicators based on the program organizational framework and use to establish the degree to which the program is in place

_____ Develop and use appropriate forms to supervise (formative) and evaluate (summative) school counselors based on their job descriptions

_____ Encourage counselor professional growth

_____ Assess student mastery of guidance competencies

_____ Assess impact of the guidance program on school climate and the attainment of school goals

_____ Survey program users (students, teachers, parents) as to their use of and satisfaction with the program

School Counselors: Areas of Emphasis

Accountability in the schools is pressuring the traditional school guidance program to organize itself into a clearly defined program aimed at instilling specific developmental competencies in all students. School counselors can make significant contributions in student achievement if they concentrate on three areas:

1. ***Personal-Social or Learning to Live* — becoming more aware of who we are and how we can effectively interact with others (perhaps the most fundamental of all "the basics").**

2. ***Career Development or Learning to Work* — becoming more aware of how to plan for life after school.**

3. ***Educational Success or Learning to Learn* — becoming more aware of how to realize achievement potential while in school.**

Philosophy

Idaho Comprehensive Guidance and Counseling Program

The Idaho Comprehensive Guidance and Counseling Program model is based upon several basic assumptions. By this model, a comprehensive counseling and guidance program:

- **is a program rather than a service. It provides a vital link to the total instructional program of the school.**
- **is a curriculum based primarily on the needs of students.**
- **contains measurable student outcomes which address behaviors necessary for a person to function effectively at the appropriate level of development in each life role.**
- **seeks to attain educational excellence through individual excellence.**
- **is an integral part of the student's total educational experience.**
- **includes parent/teacher/community involvement.**
- **is designed to address the needs of all students at all education levels, K-12.**
- **shall be consistent with expected developmental stages of learning.**
- **provides developmental as well as preventive and remedial services.**
- **has identifiable outcomes for which guidance personnel have primary responsibility, but which all personnel share.**
- **will involve the entire school, community, business, and industry.**
- **will include counselors' professional development — necessary to maintain quality programs.**
- **shall be evaluated on stated goals and related student outcomes (competencies).**

Assessing Your Guidance Program[3]

Twelve program elements of a competency-based guidance approach are described. In assessing your guidance program, which of the following elements are currently in place in your district/school? Check the appropriate response and locate the corresponding elements/documentation. The first five elements focus on *results* or *ends*, while elements six through twelve focus on *processes* or *means*.

	Yes	No
1. STATEMENT OF PURPOSE/MISSION STATEMENT—This statement makes clear the relationship between the educational system and the guidance program.		
2. STATEMENT OF PHILOSOPHY—A set of principles which guide the development, implementation, and evaluation of the guidance program.		
3. CONCEPTUAL MODEL—A structure or framework for your guidance program that specifies the organization of goals and student competencies.		
4. GOALS—An extension of the mission statement that states the desired student results to be achieved.		
5. COMPETENCIES—A developed knowledge, attitude, or skill that is observable and ensures students are moving toward a goal.		
6. MANAGEMENT SYSTEM—A systematic way of delineating resources and staff responsibilities and defining accountability in terms of results accomplished.		
7. RESULTS AGREEMENT—Responsibility statements for each counselor, negotiated with the principal, indicating the results the counselor will be accountable for.		
8. NEEDS ASSESSMENT—A way of identifying the differences between what is desired and what is being achieved.		
9. RESULTS PLANS—Individual counselors complete plans on how, when, and where students will acquire competencies.		
10. MONITORING STUDENT PROGRESS—A systematic approach for documenting student's progress toward graduation. This includes gaining educational and career planning skills and involving students/parents in this monitoring effort.		
11. ADVISORY COUNCIL—A selected committee of students, parents, teachers, administrators, business/industry, and community groups appointed to audit the guidance program goals and recommend priorities.		
12. MASTER CALENDAR—A listing of guidance events to be distributed to teachers, students, and parents designed for increasing the visibility, credibility, and planning effectiveness of the guidance department.		

[3] Adapted from: Center for Educational Development. (1990). Arizona counselor's academy notebook. Tucson, AZ: Author.

LIFE CAREER PLANS

Perennial Problem

How can comprehensive school counseling and guidance programs contribute to the delivery of the basic skills?

Practical Problem

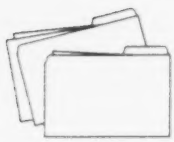
What should be done to help school counselors assist all students to develop individual life/career plans?

Justification for Lesson

To use life/career plans as part of comprehensive school counseling and guidance programs, prospective school counselors need to understand the components and benefits of such plans. This lesson allows counselor education students to practice developing these plans.

Learner Outcome

The learner will understand how comprehensive counseling and guidance programs provide support for developing life/career plans.



Instructor Resources

- New Hampshire Comprehensive Guidance and Counseling Program (transparency)
- Individual Planning (transparency)
- Description of Individual Planning (transparency)
- Bhaerman, R.D. (1988). Individualized career plan models. ERIC Clearinghouse on Adult, Career, and Vocational Education. (handout)
- Florida's Guide to Career Development 1989 (handouts)
  - Individual Career Plan — Elementary School Level
  - Individual Career Plan — Middle/Junior High School Level
  - Individual Career Plan — High School Level

Teaching-Learning Interaction

Many states and school districts have developed student Career Development guidelines that include life/career planning (examples from New Hampshire and Florida are included in this lesson).

The instructor should preassign each learner to obtain these guidelines or individual career plans from the learner's school district or state and bring them to class.

The instructor should begin the lesson with an overview of a basic Comprehensive School Guidance and Counseling Program Model, using the transparency titled New Hampshire Comprehensive Guidance and Counseling Program. The instructor should point out that Career Development intersects Individual Planning.

The transparency titled Individual Planning, emphasizing the importance of individual planning, should be shown next. (Chapter 3 of the Gysbers and Henderson book Developing and Managing Your School Guidance Program (1988), from which the information on the transparency is taken, provides an excellent description of the individual planning function.)

Teaching-Learning Interaction, continued

The instructor should then show the transparency titled Description of Individual Planning to present the basic strategies for implementing individual planning as part of a comprehensive school counseling and guidance program.

The instructor should have the learners arrange themselves into small groups, based upon the level (elementary school, middle/junior high school, or high school) in which they plan to work as counselors. The instructor should review with the class the components of life/career plans. (Chapter 3 of Gysbers and Henderson (1988) provides a good foundation for this discussion.) Next, the instructor should distribute the handout titled Individualized Career Plan Models, which provides a description of a specific model.

The series of handouts titled Florida's Guide to Career Development should be distributed and used to further illustrate the components of life/career plans. The learners should also use the guides or career plans they collected in the preassignment. If preferred, the instructor could use one of these for illustration purposes.

The instructor should ask the learners to develop, in their groups, a life/career planning guide appropriate for the school level in which they have an interest (elementary school, middle/junior high school, or senior high school).

The instructor should then assign the learners to develop a specific life/career plan for a student in the school level in which they have an interest.

The instructor should conclude the lesson by having the learners share their experiences in developing these life/career plans. The instructor should have the learners evaluate the format and components of life/career plans and their use as part of a comprehensive counseling and guidance program.

Debriefing Strategies

The instructor should ask the groups of learners the following questions:

- How do life/career plans relate to adequate student preparation for entry into the workforce or for further education?
- What is the relationship between life/career planning and the curriculum of a school?
- What competencies will counselors need if they are to assist students with life/career planning?

Possible Resources

- Gysbers, N. D., & Henderson, P. (1988). Developing and managing your school guidance program. Alexandria, VA: American Association of Counseling and Development.
- New Hampshire Comprehensive Counseling and Guidance Project. (1988). New Hampshire comprehensive counseling and guidance program. Hampton, NH: Author. (Available from New Hampshire Comprehensive Counseling and Guidance Project Editor, 36 Mace Road, Hampton, NH 03842.)
- Florida Education Center. (1989). Florida's guide to career development. Tallahassee, FL: Bureau of Career Development, Florida Education Center.
- State or school district Comprehensive Counseling and Guidance models.
- State or school district Career Development guides.
- Individual school counseling program life/career planning guides.
- Matthay, E. (1991). Counseling for college: A professional's guide to motivating, advising, and preparing students for higher education. Princeton, NJ: Peterson's Guide.

Possible Resources, continued

- Videotape: Are you ready? (1990). Dallas, TX: J.C. Penney Company.
- Videotape: Yes? No? Maybe? Decision making skills. (1990). Pleasantville, NY: Sunburst.
- Videotape: It's a new world. (1989). Manhattan, KS: Ace Distribution Service.
- Videotape: Whatcha gonna do now? (1987). Boston, MA: Northern Lights.

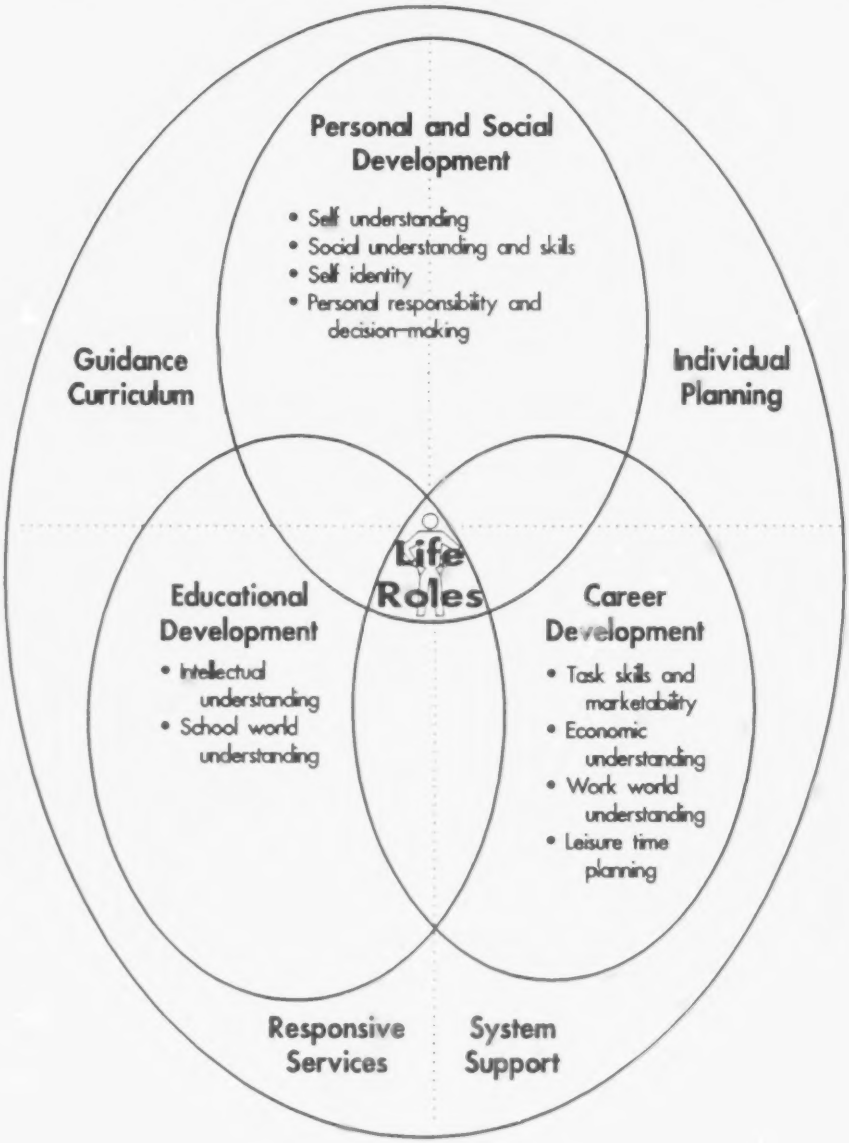
Individualized Learning Plan

If a learner is studying this content in an individualized program, he or she should be given the entire lesson. The learner should read all materials and complete all assignments and activities. Written responses in the form of a paper can be used to verify completion of the lesson. Note: As part of this learning experience, the learner should be asked to identify a counselor in the schools with whom to discuss the questions and issues of the lesson.

INSTRUCTOR RESOURCES

LESSON: LIFE CAREER PLANS

New Hampshire Comprehensive Guidance and Counseling Program



An Approved Model for Program Development

Individual Planning[1]

Concern for student development in a complex society has been a cornerstone of the guidance movement since the days of Frank Parsons. In recent years the concern for student development has intensified as society has become even more complex. This concern is manifested in many ways, but perhaps it is expressed most succinctly in a frequently used goal for guidance: helping students become the persons they are capable of becoming.

To accomplish [this] purpose..., activities and procedures are needed to assist students to periodically monitor and understand their growth and development in terms of their goals, values, abilities, aptitudes, and interests (competencies) so that they can take action on their next steps educationally and occupationally. This means that counselors and others with guidance responsibilities serve in the capacity of personal development and placement specialists. Personalized contact and involvement with individuals are required.

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[1]Gysbers, N.C., & Henderson, P. (1988). Developing and managing your school guidance program. Alexandria, VA: American Association of Counseling and Development. (p. 81).

Description of Individual Planning[2]

Individual planning consists of activities that help students to plan, monitor, and manage their own learning and their personal and career development. The focus is on assisting students to develop, analyze, and evaluate their educational, occupational, and personal goals and plans. Individual planning is implemented through such strategies as:

- ***Individual Appraisal*—Counselors assist students to assess and interpret their abilities, interests, skills, and achievement. The utilization of all test information and data becomes an important aspect of developing immediate and long range plans for students.**
- ***Individual Advisement*—Counselors assist students to use self-appraisal information along with personal social, educational, career, and labor market information to help them plan for and realize their personal, educational, and occupational goals. The involvement of students, parents, and school in planning a four year program of study that meets the individual needs of students is a critical part of individual advisement.**
- ***Placement*—Counselors and other education personnel assist students to make the transition from school to work or to additional education and training.**

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[2]Gysbers, N. C., & Henderson, P. (1988). Developing and managing your school guidance program. Alexandria, VA: American Association of Counseling and Development, (p. 81).

Individualized Career Plan Models[3]

Why Do We Need Individualized Career Plans?

During the past several decades, most aspects of our society have become more and more complex. Technological advances, for example, have resulted in substantial changes in the nature and structure of occupations and industries. These changes have affected many of the ways in which we approach career planning and decision making. For example, new techniques in individual and group counseling, assessment procedures, and career resources increasingly are being used. Most important, career development is now being recognized as a lifelong process. Personal plans of action—individualized career development plans—are becoming important instruments that counselors and others are using to help their students and/or clients (both youth and adults) meet their changing goals, interests, and needs in this fast paced, rapidly changing society.

According to Gysbers (1983), an individualized career plan (ICP) can be both a tool and a procedure that people either use by themselves or with others to implement and monitor their career development. As a tool, the plan provides a place to record aptitudes, interests, values, and competencies and to identify those they may wish to acquire or further develop, as a procedure. The plan provides a guide through which individuals use the past and the present to look to the future. Rather than a rigid track, a good plan can provide a renewed focus for one's life. This **ERIC Digest** identifies the basic characteristics of an ICP, describes its conceptual and physical contents, and lists specific examples of its use. Finally, the career passport is examined as a form of ICP.

Essential Elements of an Individualized Career Plan

At least four basic characteristics of individualized career plans have been identified:

1. **Comprehensive**. An ICP is broad based with opportunities for individuals to define goals and identify competencies, aptitudes, interests, and values. Moreover, it is sufficiently broad to include such multilife roles as workers, consumers, citizens, learners, family members, and unique individuals.

2. **Developmental**. An ICP is ongoing; it is never completed. Indeed, it is designed to be used throughout the entire life span. Since it contains elements that respond to the demands of different roles and stages, it is not in a form that is completed only once. Rather, it is in a form that can be modified as new growth is experienced.

3. **Person Centered**. The plan belongs to the individual using it. Although the plan itself may be stored or kept for convenience as a part of an institution or agency, it remains the property of the person who has developed it. Moreover, although the plan may reflect the input of many persons (for example, teachers,

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[3]Bhaerman, R. D. (1988). Individualized career plan models. ERIC Clearinghouse on Adult, Career, and Vocational Education.

counselors, agency staff, and business or industry personnel), it always remains person centered and person directed.

4. **Competency Based**. Each of these elements focuses on competencies; that is, on knowledge, skills, and attitudes individuals acquire at work, in school, on the job, or in the community. The plan, therefore, includes a component that identifies and records current competencies as well as a component that provides an indication of potential additional competencies to which an individual may aspire.

What Does an ICP Look Like?

Gysbers (1983) provided a logical structure on which to build. He suggested, for example, that the various life roles be used to provide the main section of a plan and that each plan contain a section in which individuals can project their future career growth. The latter section would provide the opportunity both to analyze and synthesize information and insights in the life role sections and to generalize them to present and future actions.

The remaining sections of the plan might focus on the activities involved in the individual's varied life roles. In addition, the plan contains a section generically titled "Career Growth Development." This section provides room for analyzing, synthesizing, and applying information gathered in the life role sections. It also provides space in which an individual records his or her action steps and progress toward the completion of a goal.

According to Gysbers, the life roles include the following:

Worker roles. Individuals record information about the competencies they possess as workers or potential workers. Such a listing includes interest information and aptitude data, as well as tasks performed around the home or schools or on jobs they have held.

Consumer/citizen roles. Individuals list the community resources that they have used and/or that are available for use. Depending on the age of the person involved, information is on such consumer/citizen concerns as the purchase and maintenance of housing, investment of money, and the like.

Learner roles. Individuals record their educational experiences and achievements. Official transcripts, acquired competencies, informal learning experiences, and extracurricular activities are examples of the type of information included.

Family member roles. Individuals record information about family background, family members or relatives, and possible family crises and what was done to handle them. Short anecdotes about such occurrences are sometimes included.

An individualized career plan also includes *career growth action* steps. That is, the design provides room for individuals to think about the information they have recorded along with potential next steps. This normally is the place where short range and long range goals are recorded and monitored, where behavioral "contracts" with oneself or others are kept, where possible barriers to goal completion are identified, and where supportive individuals or groups are noted.

Specific Examples of ICPs

The individualized career plan lends itself well to various formats and modifications, can be targeted in many directions, and is adaptable

Individualized Career Plan Models, continued

for use at all levels of schooling as well as in employment and training agencies. Its flexibility is illustrated in the following brief sampler of plans and projects that have been developed over the past decade. Note the variation in target audiences, adaptability, and scope of the concept in the following examples:

- Childers (1983) developed a booklet for use in workshops on career decision making and planning as part of a series of three career orientation self development units designed ultimately for use at the junior high school level.

- Wilson and his colleagues (1979) targeted their plan toward a specific area, namely, an allied health professions counseling model at the secondary school level.

- Hafer (1982) concentrated on creating a format for a career planning and development program suitable for use at two year postsecondary institutions.

- Smith, Berenon, and Smith (1981) developed a planning guide and handbook for students with disabilities that is available in Braille, large print, and tape cassette.

- Aanstad and Borders (1980) described a course, "Life Work Planning," designed to help working women evaluate their current job status and plan career changes commensurate with long range life goals.

- Keller, Mayfield, and Piotrowski (1983) constructed a 13 step approach to career and life planning that includes such specific features of an ICP as developing a career personality profile, gathering specific labor market information, and preparing a resume.

Career Passport

Charner and Bhaerman (1986) discussed the concept of the "career passport" and explored how passports are used. The career passport is in effect a form of an individualized career development plan. The career passport presents a systematic process for developing an experience based resume that documents nonwork as well as work experiences and details the skills, attitudes, and knowledge gained through these experiences. The process results in a formal document in which students or clients present the many marketable skills they have developed through their life experiences.

The steps for completing a career passport are (1) describe (work experience, hobbies, activities, home responsibilities), (2) translate (into skills, knowledge, attitudes, competencies, abilities, and interests), (3) present (in a career passport, experience report, or resume), and (4) use (for job applications and interviews, self analysis, career exploration, counseling and advising, and education, career, and life planning). The feedback loop between (4) and (1) suggests that the process is continuous, with updating and modifications occurring regularly.

The explicit description of the nature of one's experiences and activities is critical and should reflect a clear understanding of the roles and responsibilities an individual has had. It is equally critical to translate these experiences into their component competencies. The translation process requires users to explore their experiences deeply and to recognize the skills, attitudes, knowledge, and competencies they have learned. This process of exploration

and recognition requires the assistance of a leader, who may be a teacher or counselor.

As a result, the users of a career passport discover that their experiences have taught them many things—for example, responsibility; ways to work cooperatively with others; and specific skills such as recordkeeping, selling, handling money, and so on. They also recognize activities they enjoy doing (as well as ones they dislike), areas of interest they wish to explore, and attitudes they have developed. Furthermore, the process of translating experiences into skills, attitudes, and knowledge enables them to learn more about their marketability. Although some of the younger students may not have many years of experience, they learn that they do have much to offer.

Just as a passport for foreign travel allows a person to enter another country, the career passport enables individuals to enter employment or further education and training programs. In many ways, it is the key that opens doors, truly a passport to the future.

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Gysbers, Norman C. (1983). Create and use an individual career development plan. Module CG C-12, Competency Based Career Guidance Modules Series. Columbus: The National Center for Research in Vocational Education, The Ohio State University. (ERIC Document Reproduction Service No. ED 248 391).

Additional References

Aanstad, Judy, & Borders, DiAnne. (1980, March 26-29). "A Life Planning Program for the Working Woman." Paper presented at the Annual Convention of the American Personnel and Guidance Association, Atlanta, GA. (ERIC Document Reproduction Service No. ED 194-826).

Childers, John H. (1983). Career decision making: Booklet III. Vocational career orientation self development unit. Fayetteville: University of Arkansas. (ERIC Document Reproduction Service No. ED 230 749).

Hafer, A. A. (1982). Career planning and development programs for two year colleges. (ERIC Document Reproduction Service No. ED 219 522).

Keller, John W., Mayfield, Mary, & Piotrowski, Chris. (1983). Process approach to career and life planning. (ERIC Document Reproduction Service No. ED 230 729).

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Wilson, James D., Bekisert, Gene A., Karoma, A.D.H., & Gilkey, Anthony D. (1979). An allied health professions counseling program model: A guide for secondary schools. New Orleans: New Orleans Public Schools. (ERIC Document Reproduction Service No. ED 230 729).

Florida's Guide to Career Development

1989

Individual Career Plan
Elementary School Level

INSTRUCTIONS

This activity is intended to help counselors monitor and strengthen individual student achievement of the student career development competencies and indicators and to assist in developing an educational and career plan.

1. It is recommended that an "Individual Career Plan" be maintained for each student throughout the elementary school experience.

2. The counselor or teacher/advisor to whom a student is assigned should be responsible for meeting with the student to develop, review, revise, and implement the plan.

3. As part of an end-of-year evaluation, the student's level of success in attaining each competency should be recorded by the counselor.

Individual Career Plan
Elementary School Level

Name _____
LAST FIRST MIDDLE

School _____

1. My best characteristics are:

2. My main likes and dislikes are:

3. My strongest abilities are:

4. When I grow up, I think I'd like to work as a:

5. To be a good student, I need to do the following:

6. To become the kind of person and citizen I want to be, I have fully achieved the following career development competencies and performed all identified indicators: (Write in month and year when fully achieved.)

Competency	**Date**
Knowledge of the importance of a self concept to development.	_____
Skills for interacting with others.	_____
Awareness of the importance of emotional and physical development on career decision making.	_____

Elementary School Career Plan, continued

Competency	Date
Awareness of the importance of educational achievement to career opportunities.	_____
Awareness of the interrelationship of work and learning.	_____
Awareness of skills for understanding and using career information.	_____
Awareness of the interrelationship of responsibility, good work habits, and career opportunities.	_____
Awareness of how careers relate to the needs and functions of society.	_____
Understanding of how to make decisions and choose alternatives related to tentative educational and career goals.	_____
Awareness of the interrelationship of life roles and careers.	_____
Awareness of different occupations and changing male/female roles.	_____

7. I will participate in the following home, school, and community activities to help myself develop the characteristics, habits, and skills I need and want:

Signatures: _____
STUDENT

_____
PARENT

_____
COUNSELOR OR TEACHER

Individual Career Plan
Middle/Junior High School Level

INSTRUCTIONS

This activity is intended to help counselors monitor and strengthen individual student achievement of the student career development competencies and indicators and to assist in developing an educational and career plan.

1. It is recommended that an "Individual Career Plan" be maintained for each student throughout the middle school experience.

2. The counselor or teacher/advisor to whom a student is assigned should be responsible for meeting with the student to develop, review, revise, and implement the plan.

3. As part of an end-of-year evaluation, the student's level of success in attaining each competency should be recorded by the counselor.

Individual Career Plan
Middle/Junior High School Level

Name _____
LAST FIRST MIDDLE

School _____

1. My interests are:

2. My abilities and skills are:

3. My hobbies and recreational/leisure activities are:

4. The school subjects in which I do best are:

5. I have explored careers in the following occupational clusters:

6. My tentative career goal(s) is (are):

7. To help me reach my career goal(s), I have fully achieved the following career development competencies and demonstrated performance on all identified indicators. (Write in month and year when fully achieved.)

Middle/Junior High School Career Plan, continued

Competency	Date
Knowledge of the influence of a positive self concept on career development.	_____
Skills for interacting with others.	_____
Knowledge of the importance of emotional and physical development.	_____
Knowledge of the relationship of educational achievement to career opportunities.	_____
Understanding of the attitudes necessary for success in work and learning.	_____
Skills for locating, understanding, and using career information.	_____
Knowledge of the skills necessary to seek and obtain a job.	_____
Understanding of how careers relate to needs and functions of the economy and society.	_____
Skills in making decisions and choosing alternatives in planning for and pursuing tentative educational and career goals.	_____
Knowledge of the interrelationship of life goals and careers.	_____
Understanding of how sex role stereotyping, bias, and discrimination limit career choices, opportunities, and achievements.	_____
Understanding of the process of career exploration and planning.	_____

8. To achieve my career goal, I shall choose the following program of studies in high school:

   (20) Credit Diploma _____ (22) Credit Diploma _____ Other _____

Middle/Junior High School Career Plan, continued

9. I plan to study the following subjects in Grades 6-8:

Grade 6 19___ Mark
Subjects

Grade 7 19_ Mark
Subjects

Grade 8 19___ Mark
Subjects

Signatures: _____
STUDENT

_____
PARENT

_____
COUNSELOR OR TEACHER

Individual Career Plan
High School Level

INSTRUCTIONS

This activity is intended to help counselors monitor and strengthen individual student achievement of the student career development competencies and indicators and to assist in developing an educational and career plan.

1. It is recommended that an "Individual Career Plan" be maintained for each student throughout high school.

2. The counselor or teacher/advisor to whom a student is assigned should be responsible for meeting with the student to develop, review, revise, and implement the plan.

3. As part of an end-of-year evaluation, the student's level of success in attaining each competency should be recorded by the counselor.

Individual Career Plan
High School Level

Name _____
LAST FIRST MIDDLE

School _____

1. My interests are:

9th Grade 10th Grade 11th Grade 12th Grade

2. My abilities are:

9th Grade 10th Grade 11th Grade 12th Grade

High School Career Plan, continued

3. My hobbies and recreational/leisure activities are:

9th Grade	10th Grade	11th Grade	12th Grade

4. The school subjects in which I do best are:

9th Grade	10th Grade	11th Grade	12th Grade

5. I have explored the following careers:

9th Grade	10th Grade	11th Grade	12th Grade

High School Career Plan, continued

6. I have worked part time or had some experience with the following jobs or work tasks (update each year):

7. My tentative career goal(s) is (are) the following:

   9th Grade 10th Grade 11th Grade 12th Grade

8. I have chosen the following curriculum to study in high school. Courses are outlined on my high school studies plan, which is part of my cumulative record.

   (20) Credit Diploma ____ (22) Credit Diploma ____ Other ____

High School Career Plan, continued

9. I plan to pursue further training beyond high school in the following programs, schools, or colleges:

OR:

I plan to obtain work in one of the following jobs (businesses, industries):

10. I have attained the indicators specified in the local student career development standards. If not, I have met with my counselor to determine activities I can do to strengthen each indicator that I have not attained. (Also attach individual profile summarizing student attainment of indicators each year.)

High School Career Plan, continued

Competency	Grade 9	10	11	12
Understanding of the influence of a positive self concept on career development.	____	____	____	____
Understanding of the interpersonal and social skills required for positive interaction with others.	____	____	____	____
Understanding of the interrelationships of emotional and physical development and career decision making.	____	____	____	____
Understanding of the relationship between educational achievement and career planning, training, and placement.	____	____	____	____
Development of positive attitudes toward work and learning.	____	____	____	____
Development of skills for locating, evaluating, and interpreting information about career opportunities. Development of skills for preparing, locating, obtaining, maintaining, and advancing in a job.	____	____	____	____
Understanding of how society's needs and functions influence the nature and structure of work.	____	____	____	____
Development of skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.	____	____	____	____
Understanding of the interrelationship of life roles with careers.	____	____	____	____
Understanding of the continuous changes of male/female roles and how these changes relate to career decisions.	____	____	____	____
Development of skills in career exploration and planning.	____	____	____	____

Signatures: _____
STUDENT

_____
PARENT

_____
COUNSELOR OR TEACHER